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PIONEER

Level C1/C1+

student's book

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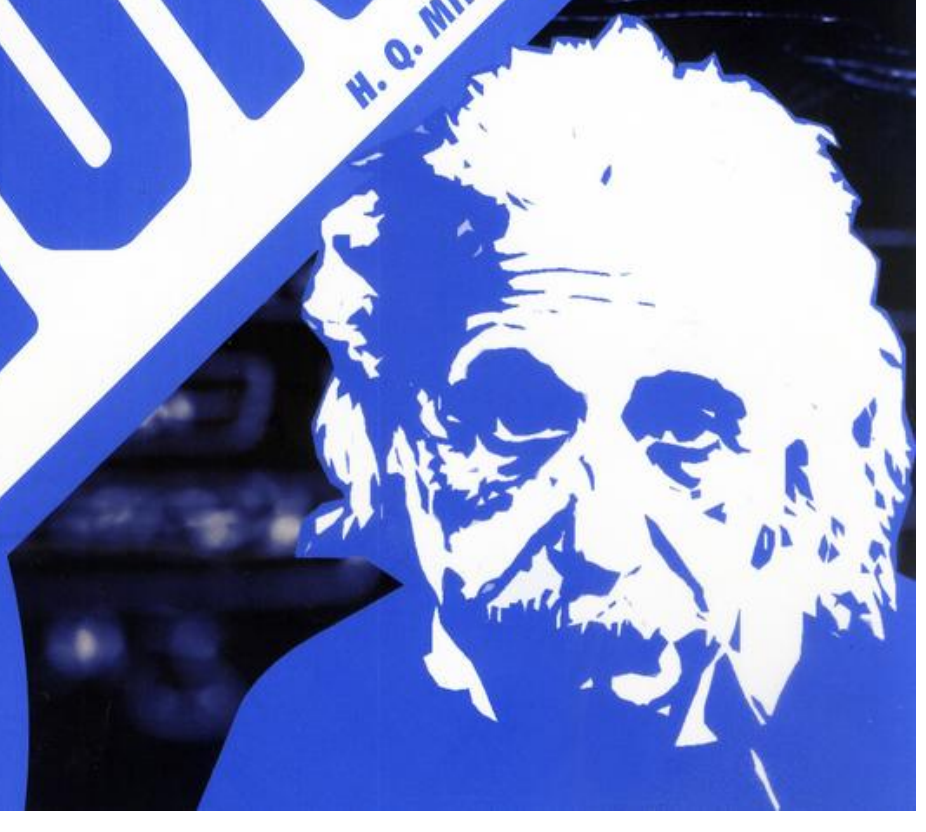

PIONEER LEVEL C1/C1+ CONTENTS

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2 p.25 **Animal planet**	• Topic-related vocabulary • Verbs with prepositions • Phrasal verbs with 'down' • Verbs used in a figurative sense • Words that describe groups of animals, people and things • Idioms with animals • Collocations	• Articles – Nouns • Determiners – Pronouns	A magazine article: *Staging Reality in Wildlife Documentaries* **Developing skills:** • Reconstructing a gapped text: Identifying reference items A short text: *Elephants and Memory* **Developing skills:** • Answering multiple-choice questions
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5 p.79 **Experience life**	• Words easily confused • Word building: verb suffixes (-en, -ise) • Phrases and collocations related to sound and silence • Conversational phrases • Phrases expressing success and failure • Compound nouns • Expressions with 'take' • Nouns and adjectives referring to human qualities • Idioms	• Relative clauses • Participle clauses	A travel experience: *Arctic Boot Camp* **Developing skills:** • Answering multiple-choice questions: Determining the purpose of a text / Focusing on inferring underlying meaning

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	Vocabulary	Grammar	Reading
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Listening	Speaking	Writing
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Three short extracts about the environment **Developing skills:** • Answering multiple-choice questions **A segment from a radio show about light bulbs** **Developing skills:** • Answering multiple-choice questions: Focusing on language used in studies	**Using a mind map to depict ideas linked to one another as well as their consequences in order to promote discussion** **Speculating on pictures and reaching a decision: Discussing issues related to the environment** **Developing skills:** • Exchanging ideas, agreeing/disagreeing and reaching a decision through negotiation	**A letter (to the editor) expressing an opinion** **Developing skills:** • Focusing on content and language (using synonyms, set phrases, rhetorical questions) • Using techniques to achieve cohesion and coherence • Generating ideas by analysing an issue
A presentation of a trip by a photographer **Developing skills:** • Sentence completion	**Expounding on the topic of exploring using prompt cards** **Developing skills:** • Structuring a long turn • Using examples to illustrate a point • Developing an idea and avoiding repetition of vocabulary	**An essay summarising two texts** **Developing skills:** • Focusing on language, content and text organisation • Summarising information • Using paraphrasing techniques
Ten short conversations **Developing skills:** • Choosing an option that reflects the meaning of a conversation: Focusing on colloquial expressions **Ten brief exchanges** **Developing skills:** • Choosing the appropriate response to a question/ statement **Five short extracts in which people are talking about a course they recently enrolled on** **Developing skills:** • Multiple matching	**Working with data on information sheets: Discussing city construction projects** **Developing skills:** • Collaborating and planning a short presentation in order to convince a superior • Presenting, justifying and defending a decision • Using phrases to present reasons; to justify and defend	**A report** **Developing skills:** • Using headlines to indicate the focus of a paragraph • Focusing on appropriate register and content • Using phrases to state the purpose; to make recommendations/suggestions; to make concluding comments • Focusing on the introduction and conclusion • Brainstorming using a mind map
A radio programme about centenarians and longevity **Developing skills:** • Answering multiple-choice questions	**A short interview** **Speculating on pictures and reaching a decision: Discussing issues related to money and happiness** **Expounding on the topics of money, saving and charity using prompt cards** **A general discussion**	**An essay summarising two texts** **Developing skills:** • Focusing on language, content and text organisation • Summarising information • Using paraphrasing techniques • Using examples to support an argument and expand on a point made

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DON'T MISS...

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ELEPHANTS AND MEMORY

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COFFEE ANYONE?

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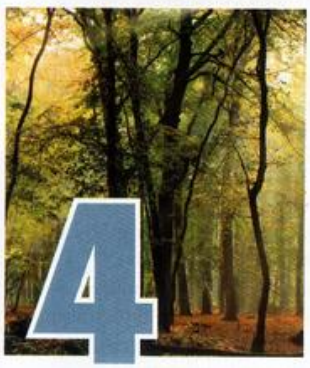

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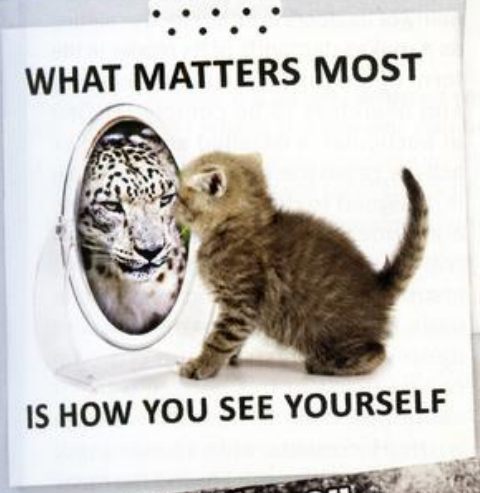
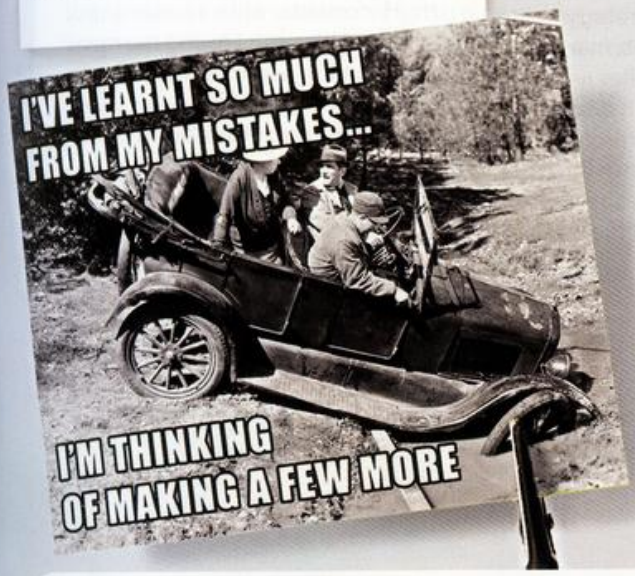
1 Sky's the limit



Discuss:

- Read the quotes. What are they trying to say?
- Which quote do you like most? Why?
- Which are meant to be thought-provoking and which humorous?
- Do you have any dreams or ambitions that you think you will achieve?



Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

In this module you will...

- discuss issues related to employment, education, dreams and ambitions
- learn how to use appropriate tenses to talk about present time and link past time to present
- learn how to use appropriate forms/tenses to refer to the future
- expand your vocabulary by learning positive and negative character traits; phrasal verbs; collocations and idioms related to learning
- expand your vocabulary by distinguishing between words easily confused; by learning words with multiple meanings; by learning to create word webs
- learn how to write a covering letter
- acquire skills and strategies that will help you in exams

1a

Reading

A. Discuss.

- What would you expect a book entitled 'What Color Is Your Parachute?' to be about?

B. Now read a review of the book 'What Color Is Your Parachute?' and check your prediction.

WHAT COLOR IS YOUR PARACHUTE? – *a review*

What Color Is Your Parachute?, the annually updated jobseeker's manual by American author Richard Bolles, hasn't sold millions of copies because of its colourful cover or unusual title. While it is, at its core, a compilation of effective advice for job hunters in the ever-changing job market, the book endures because it is relevant to societies changing over time; it delves into the human issues relating to employment, and the emotional and psychological aspects of unemployment and job-hunting. First published in 1970, when the act of changing careers was sometimes referred to as 'bailing out' – with the connotations of parachuting from a plane – the book has become an international best-seller.

Part of the charm of *What Color Is Your Parachute?* is its colloquial style, which engages the reader, giving the book a warm and relaxed tone which serves to transform the subject matter into something altogether less dry and more interesting. While many self-improvement and self-help books can be too wordy and serious, Bolles' style is friendly, accessible and, at times, delightfully eccentric. An unconventional sense of humour provides a refreshing counterpoint to the book's more serious content.

Bolles begins by providing a context – the state of the current job market. Even in difficult economic times, he claims, the number of job vacancies usually exceeds the number of job hunters. In this environment, he gives insight into employer mentality, advises on application and interview techniques, and discusses everything from choosing the proper paper for a CV to initiating a productive discussion about salary. Given the wide range of topics discussed, the most efficient approach to this book is probably to tackle it with a pick-and-choose attitude. It is unlikely that all its advice will be useful to everyone; tech-savvy graduates may roll their eyes at the obvious statement that the Internet serves as a modern-day CV, but may not be familiar with the etiquette of the face-to-face interview. Whatever your profession or experience, however, there will always be some relevant advice.

Bolles' job-hunting strategy begins with the idea that finding employment is not about attempting to fit yourself into a specific position within a company. Instead, employment comes from elevating your level of self-awareness, realising your own particular skills and qualities, and then creating a space for yourself in which you will be successful. Simply put, once you understand your own identity, you will be able to identify a place that needs someone with that identity – and persuade them to hire you even though they might not be recruiting. Whether this strategy holds true in today's ruthless job market or not is up for debate, but Bolles uses this theory to justify an in-depth discussion of self-awareness. Creating a professional identity, recognising one's own interests and enhancing individual, specialised skills take up a large part of the book.

It is obvious that enhancing self-awareness is not a passive task. Indeed, what makes this book stand out from many of its peers is its interactive nature, as it makes demands of its reader in the form of lengthy, meticulous diagrams and exercises to be completed. One in particular, a detailed and complex activity called the 'flower diagram', which is designed to develop self-awareness and understanding of identity, comes with 75-or-so pages of guidelines and instructions. Undertaking this exercise calls for honest introspection and deep self-analysis. If one criticism can be made of this book, it is that it cannot be used to its full advantage without considerable reader input and effort. Although I found the many exercises in introspection invaluable, they would perhaps seem less relevant to experienced professionals or job hunters.

C. Read TIP 1 in the Reading Reference which provides information about multiple-choice questions. Then read the first paragraph of the review again and do the activities that follow.

- Read question 1 below and the four answer choices (a, b, c, d). Choose the one that best answers it.
- Underline the section in the first paragraph that reflects the same meaning.
- Determine why the other three options are incorrect.

1. According to the first paragraph, what makes the book so successful?
   a. its clever design and marketing
   b. the fact that it is timeless
   c. the fact that it has no competitors in the field
   d. the fact that it targets a specific audience

D. Read questions 2-6 below, without reading the answer choices, and locate the part of the text where the answer can be found. Can you answer the questions?

2. Why does the reviewer refer to the phrase 'bailing out'?
   a. to explain the book's seemingly unrelated title
   b. to indicate the level of risk involved in changing careers
   c. to emphasise the gravity of the book's topic
   d. to compare finding a job to a dangerous activity
3. What is the reviewer's opinion of Bolles' writing style?
   a. Sometimes too much time is spent explaining simple points.
   b. Bolles' humour sometimes gets in the way of understanding.
   c. The book's thoughtful style suits its subject matter.
   d. The informal tone makes the topic more appealing.
4. What advice does the reviewer give to potential readers?
   a. Some sections are outdated and should be ignored.
   b. The book need not be read cover to cover.
   c. Skipping sections will hinder understanding.
   d. The application and interview tips are the most useful sections.
5. When discussing Bolles' job-finding strategy, the reviewer implies that
   a. it may be too optimistic in the current economic situation.
   b. too much focus is placed on self-awareness.
   c. heightened self-awareness is unachievable for most.
   d. the concept is greatly simplified.
6. What negative point does the reviewer make about the book?
   a. The tasks are too demanding for readers with average intelligence.
   b. It doesn't work well if the reader lacks self-confidence.
   c. To fulfil its purpose, the book requires the reader to carefully examine his/her thoughts and feelings.
   d. Some of the instructions are too complex.

E. Answer questions 2-6 by choosing from the answer choices given (a, b, c or d) the one that best reflects the information in the text. To make sure you have chosen the correct options, determine why the other three are incorrect.

F. Read TIP 2 in the Reading Reference about guessing the meaning of unknown words. Then look at the highlighted words/phrases in the text and try to guess what they mean. What part of speech is each word? Which clues did you use to guess the meaning?

G. Match the highlighted words/phrases with their meanings and check your answers. There is one extra meaning which you do not need to use.

1. delve into ☐
2. connotation ☐
3. colloquial ☐
4. counterpoint ☐
5. savvy ☐
6. etiquette ☐
7. recruit ☐
8. invaluable ☐

a. informal
b. knowledgeable
c. to accept sth without questioning it
d. to explore, to research
e. extremely useful
f. a contrast
g. a related idea
h. rules of behaviour
i. to take on new members

H. Discuss.

- Would you be interested in reading this book?
- Are there any specific questions you would want it to answer?
- Have you ever tried to find a job? How did you go about it?
- How easy is it to find a job nowadays?

Vocabulary

A. Complete the sentences with the correct form of the words in the boxes. In some cases, more than one answer may be correct.

enhance elevate boost exceed

1. He started telling jokes to _____ the mood but everyone still felt awful about the incident.
2. Their expenses _____ their monthly budget so they have implemented cost-cutting measures.
3. If you want to _____ the flavour of vegetables, try adding some herbs and virgin olive oil.
4. In an effort to _____ productivity, we'll allow our employees to come in to work anytime they wish, provided they complete their eight-hour shift.

manage run operate undertake

5. While my colleague was away, I _____ the task of responding to customer requests.
6. While trying to _____ the huge workload, he realised he needed to get better at organising and prioritising things.
7. Five years ago my cousin moved to Japan to teach English, and now she _____ a language school there.
8. You need to be able to _____ heavy machinery to get that job.

occupation profession position
vocation career employment

9. The firm deals with cases concerning human rights, and they need lawyers who do not consider their _____ just another job, but a(n) _____.
10. In the form in front of you, please fill in only your name, date of birth, contact details and _____.
11. His acceptance of the transfer to our branch in Barcelona depends on whether his wife will find _____ in the city.
12. Mrs Andrews worked her way up from a very low-level _____ to CFO of Johnson & Sons, building herself a successful 20-year _____ in the corporate world.

economic economical financial

13. Which would you say is the most _____ way to use paper in the office?
14. If you were to ask for his _____ support for your shop, he would agree immediately.
15. Many countries experienced _____ growth when the Internet was introduced, due to the ease of conducting business abroad.

productive effective efficient

16. It's been a very _____ year for the company. We opened ice cream parlours in three new locations.
17. Their language teaching methods must be very _____ as all their students pass the exams.
18. Mrs White is a very _____ secretary and will be able to reorganise the office in no time.

B. Read the descriptions below and determine which refers to an employee and which to a university student. Then decide if the character traits in bold are positive, negative or can be both.

1. Tom Bailey is a **promising** young man. Some might think that he **procrastinates**, but the truth is that it's his **perfectionism** that sometimes prevents him from meeting deadlines. His **diligence** in research is famous among his peers, and though he can occasionally be **absent-minded**, his approach is **systematic**. Apart from this, Tom Bailey is a cultured and **articulate** individual, who is able to express himself clearly and with **wit**. Nevertheless, he remains **focused** and **humble** despite his impressive academic performance.

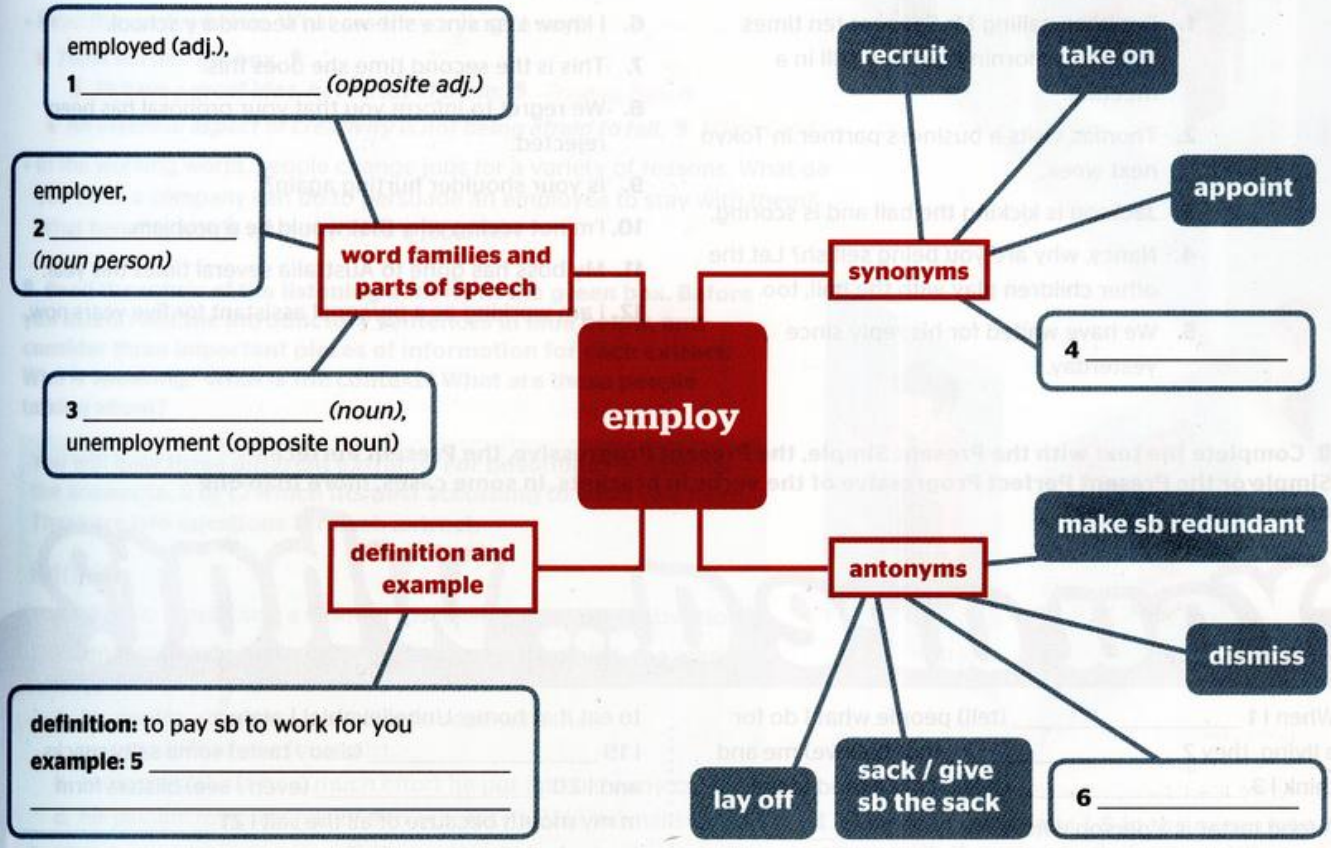
2. Although Mr Anderson has been with us for only a short time, he often **acts on his own initiative**. Mr Anderson is a highly **ambitious** individual and, unfortunately, that has made him a rather **impatient** and **opinionated** person, traits that do not make him a **team player**. On the other hand, he has proven himself **observant** and **persuasive**, and that has driven up sales.

C. Think of people you know and describe them using vocabulary from the texts above and the box below. Don't simply mention the character traits the person possesses, but also provide evidence of these by mentioning something that person does or has done which exhibits these qualities.

strive hard to succeed set long-term goals take risks
be a quitter have strong motivation diligent
narrow-minded conscientious knowledgeable
studious dedicated (in)competent meticulous

e.g. *Mary strives hard to succeed in her new job, which makes her extremely dedicated, effective and reliable.*

D. Word webs help you learn and expand your vocabulary. Look at the word web below and complete the missing words.



E. Create a word web for the word succeed.

Grammar Present Simple – Present Progressive – Present Perfect Simple – Present Perfect Progressive, Stative verbs

A. Look at the examples below and observe the tenses used. Answer the questions that follow.

1. Our human resources department **is examining** innovative ways to motivate our employees.
2. John **has sent** his CV to the biggest construction company in the city.
3. At the beginning of the day, Mrs Lowell **notifies** her boss of all his important appointments.
4. The considerable increase in sales is mostly due to the new marketing techniques we **have been implementing** lately.

Which of the examples refers to:

a. the duration of an action which started in the past and is still happening and the results of which are obvious in the present?

b. an activity that is developing around the present time?

c. an action that happened in the past but the exact time is not mentioned?

d. an action happening habitually or repeatedly?

B. Look at the three sets of examples below. How does the meaning change? Can you think of any other verbs the meanings of which change in progressive tenses?

- What's the matter with Lindsey? She **looks** angry.
- Why **is** that woman **looking** at us? Do you know her?

I'm thinking of accepting the position I was offered at our New York branch. I **think** it will be a positive advancement in my career.

- Just **imagine** what it would be like to live on a tropical island.
- Nobody is gossiping about you. You**'re** just **imagining** it.

Grammar

C. Read the sentences. Tick the correct ones and correct the mistakes in the incorrect ones. Use Present Tenses only.

1. I've been calling Mr Spencer ten times since this morning but he's still in a meeting.
2. Thomas visits a business partner in Tokyo next week.
3. Jackson is kicking the ball and is scoring.
4. Nancy, why are you being selfish? Let the other children play with the ball, too.
5. We have waited for his reply since yesterday.
6. I know Lisa since she was in secondary school.
7. This is the second time she does this.
8. We regret to inform you that your proposal has been rejected.
9. Is your shoulder hurting again?
10. I'm not seeing why that would be a problem.
11. My boss has gone to Australia several times this year.
12. I am working as a personal assistant for five years now.

D. Complete the text with the Present Simple, the Present Progressive, the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets. In some cases, more than one answer may be correct.

You are a... what?

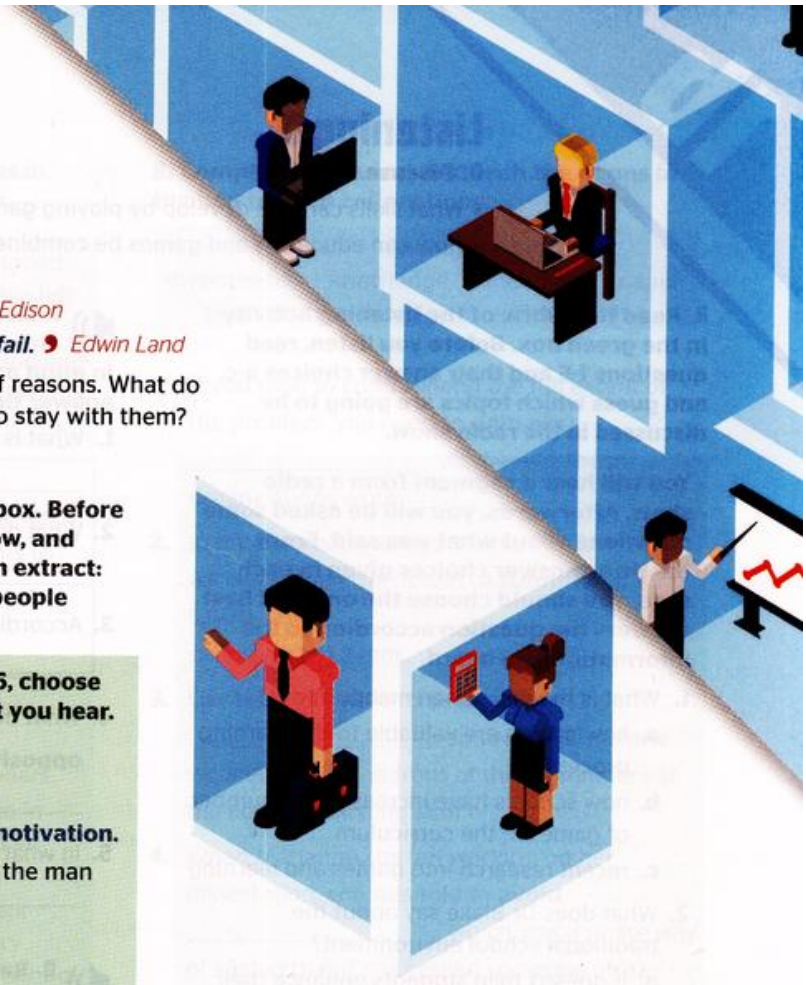
When I 1 _____ (tell) people what I do for a living, they 2 _____ (not believe) me and think I 3 _____ (joke). I am a food taster.

A food taster is a person who 4 _____ (taste) food or drink for the purpose of confirming that it is safe to be consumed by someone else. For centuries, food tasters were hired by important individuals who feared being poisoned. Food tasting, however, 5 _____ (occasionally / prove) to be ineffective for the simple fact that most poisons 6 _____ (require) time to take effect, and the 'employer' 7 _____ (consume) the meal in the meantime.

Luckily, my duties as a food taster 8 _____ (not involve) anything of the sort. Nowadays, food-producing companies primarily 9 _____ (employ) food tasters to gather information about new products. If you 10 _____ (think) that the job description 11 _____ (include) eating yummy food all day, think again. I 12 _____ (taste) enormous amounts of food in the past year, but I 13 _____ (swallow) very few bites of it. You might be testing up to 15 products a day, so you can't eat all that food.

I 14 _____ (work) for different food manufacturers for the past year or so, and what's surprising is the fact that, even though I 15 _____ (enjoy) eating ever since I was a child, there are times when I 16 _____ (not want) to eat. At the moment, I 17 _____ (go) through a no-yoghurt phase; I'm just so sick of tasting yoghurt for hours and hours every day that I 18 _____ (refuse) to eat it at home. Unbelievable! Lately, I 19 _____ (also / taste) some salty snacks and I 20 _____ (even / see) blisters form in my mouth because of all the salt I 21 _____ (consume). On the whole, however, my job 22 _____ (manage) to improve my diet; you 23 _____ (need) to be living a clean lifestyle to avoid scarring your taste buds. Other than a clean lifestyle, if you 24 _____ (consider) becoming a food taster, a university degree in culinary arts is an ideal asset, but if you 25 _____ (lack) one, there is no need to worry. I 26 _____ (know) people who 27 _____ (become) food tasters with a certificate from a community college. The most important thing is to become acquainted with the flavours and textures of different foods, because when you 28 _____ (test) a new food product, you have to describe the taste as clearly as possible. So make sure you 29 _____ (expand) your vocabulary. For example, if something 30 _____ (taste) sweet, is it cloying or sugary? These words 31 _____ (mean) 'extremely sweet', but in very different ways!

Listening 1



A. Discuss.

- Describe a teacher who has greatly influenced you.
- Read the quotes below. What are they trying to say?

"Think outside the box."

"To have a great idea, have a lot of them." Thomas Edison

"An essential aspect of creativity is not being afraid to fail." Edwin Land

- In the working world, people change jobs for a variety of reasons. What do you think a company can do to persuade an employee to stay with them? What benefits would attract you to a job offer?

B. Read the rubric of the listening activity in the green box. Before you listen, read the introductory sentences in blue below, and consider three important pieces of information for each extract: Who is speaking? What is the context? What are these people talking about?

You will hear three different extracts. For questions 1-6, choose the answer (a, b or c) which fits best according to what you hear. There are two questions for each extract.

Extract 1

You will hear a man and a woman discussing student motivation.

1. When mentioning his decision to become a journalist, the man reveals
   - a. his doubts about his capability to cope with the responsibilities of a journalist.
   - b. his regrets about how much effort he put into his early career.
   - c. his passion for authenticity and accuracy within journalism.
2. What do the man and woman agree on regarding student motivation?
   - a. Students are encouraged to show their best qualities when a course is demanding.
   - b. It is best cultivated when students are stimulated to reach their goals.
   - c. Students are discouraged when their weaknesses are noticed.

Extract 2

You will hear a human resources expert talking about creativity and innovation in the workplace.

3. In talking about creativity, what is the speaker doing?
   - a. suggesting ways to create an environment that promotes creativity
   - b. encouraging employees to approach their superiors with their ideas
   - c. proposing a definition of creativity in the workplace
4. The speaker uses aluminium foil as an example to emphasise
   - a. how original some products can appear.
   - b. that products can be more versatile than initially intended.
   - c. the importance of introducing revolutionary products.

Extract 3

You will hear an interview with a personnel manager talking about holding onto qualified employees.

5. What does the man say about the company?
   - a. Generous salaries convince staff to remain with the company.
   - b. People prefer to work for them rather than for their competitors.
   - c. Employees tend not to quit because they appreciate the various fringe benefits.
6. What does the man believe is important?
   - a. guaranteeing job security
   - b. making employees feel valued
   - c. offering opportunities for career advancement

C. Now read questions 1-6 in the green box along with the answer choices a-c. What do they focus on? Choose from the points below. There is an extra point for each extract which you do not need to use.

Extract 1

purpose agreement attitude

Question 1: _____

Question 2: _____

Extract 2

exemplification opinion purpose

Question 3: _____

Question 4: _____

Extract 3

fact feeling opinion

Question 5: _____

Question 6: _____

D. Read TIP 1 in the Listening Reference which provides information about multiple-choice questions. Then listen to each extract twice and do the listening activity in the green box. Remember to confirm your answers the second time you listen.

1b

Listening 2

A. Discuss.

- What skills can one develop by playing games?
- How can education and games be combined?

B. Read the rubric of the listening activity in the green box. Before you listen, read questions 1-5 and their answer choices a-c, and guess which topics are going to be discussed in the radio show.

You will hear a segment from a radio show. Afterwards, you will be asked some questions about what was said. From the three answer choices given in each case, you should choose the one that best answers the question according to the information you heard.

1. What is the discussion mainly about?
   - **a.** how games are valuable to the learning process
   - **b.** how schools have increased the number of games in the curriculum
   - **c.** recent research into games and learning
2. What does Dr Blake say about the traditional school environment?
   - **a.** It doesn't help students enhance their mental abilities.
   - **b.** It's appealing only when games are incorporated.
   - **c.** It bears many similarities to games.
3. According to Dr Blake, how are people engaged by games?
   - **a.** through advanced graphics and multiple storylines
   - **b.** through a steady increase in difficulty
   - **c.** through setting their own goals
4. What does Dr Blake mean when using the phrase **quite the opposite**?
   - **a.** Losing is not demotivating.
   - **b.** Losing hinders learning.
   - **c.** Losing is very common.
5. In what context does Dr Blake refer to a 'start-up gaming company'?
   - **a.** as an example of a type of learning activity
   - **b.** to point out job opportunities for students
   - **c.** to explain how subjects can be made easier for students

C. Listen to the radio show, but do not choose from the answer choices a-c yet. As you listen, keep the questions in mind and note down any information that might help you answer them.

1. What is the discussion mainly about?

   _____

2. What does Dr Blake say about the traditional school environment?

   _____

3. According to Dr Blake, how are people engaged by games?

   _____

4. What does Dr Blake mean when using the phrase **quite the opposite**?

   _____

5. In what context does Dr Blake refer to a 'start-up gaming company'?

   _____

D. Read TIP 2 in the Listening Reference which provides information about multiple-choice questions. Then listen to the radio show again and do the listening activity in the green box. Use your notes for help.

E. Discuss.

- Which subjects do you think would be easier to teach through games?

Vocabulary

A. Read the dialogues and guess what the phrasal verbs in bold mean. Then write them next to the definitions a-h.

1. **A:** How are you coping with your course? Have you managed to **catch up**? Being away for almost a month must have left you with quite a few gaps.
B: Tell me about it. Unfortunately, no matter how much studying I've been doing for the past two weeks, I barely **scraped through** the exam. With a 54% result, I was really close to failing.

2. **A:** Have you seen Charlotte?
B: No, but knowing her, she's probably **poring over** some book.
A: You're probably right. She told me yesterday she wants to **brush up on** her Spanish for her trip to Argentina.
B: I bet, if she puts her mind to it, she'll become almost bilingual by next month.

3. **A:** Hey, Jack. I didn't expect to see you at a conference for entrepreneurs.
B: Yeah, well, I've owned a few businesses through the years.
A: That's great. I remember you used to spend more time in detention than in class. Didn't you **drop out of** school in year nine?
B: Yeah, but a year later, I went back to school, retook year nine and managed to **sail through** my university entry exams. I even qualified for a scholarship for Business School.

4. **A:** I still don't see why you attended that lecture on new marketing strategies.
B: Because I enjoy learning about new things.
A: Yeah, but it was irrelevant to your field of study. You probably had no idea what the lecturer was talking about.
B: You're wrong. I **caught on** very quickly. Professor Brighton was very good at **putting** his ideas **across**.

a. to quickly improve your skill or knowledge of sth you have already learnt but partly forgotten: _____

b. to convey a message clearly: _____

c. to understand or realise sth: _____

d. to succeed in doing sth but with difficulty: _____

e. to succeed in a test or exam very easily: _____

f. to look at or read sth carefully for a long time: _____

g. to leave school or university without finishing your studies: _____

h. to improve so as to reach the same level as sb or sth else: _____

Phrasal verbs are commonly used in everyday speech and informal writing. They should be avoided in academic writing and more formal conversations.

- Some phrasal verbs are inseparable (verb and particle remain together): *I **came across** an overdue library book as I was cleaning my desk.*
- Some phrasal verbs are separable and can sometimes follow two sentence patterns:

*Kelly **handed** her report **in** on time.* **OR** *Kelly **handed in** her report on time.*

When the object is a personal pronoun, it usually goes between the verb and the particle: *Kelly **handed** it **in** on time.*

B. Complete sentences 1-10 with the nouns in the box to form collocations.

feedback findings horizons hypothesis knowledge meaning paper plagiarism deadline understanding

1. If you wish to comprehend the full extent of the problem, you need to **gain a(n)** _____ of the way these organisations work.

2. In my macroeconomics course this term, we were given the option of **submitting a** 5,000-word _____ instead of sitting for the exam.

3. Our team will have to **present our** _____ on the decline of the local ecosystem in front of three members of the college teaching staff.

4. When Marianne started working on her dissertation, she was told to **avoid** _____, which was a polite way of saying that if she copied someone else's work, she would face severe consequences.

5. In many countries, vocational training is not looked down upon; rather, it is considered an excellent way to **acquire** _____ that will be practical and necessary in finding a job.

6. **Receiving** _____ is an important part of learning, but sarcastic and very critical comments are not pedagogically acceptable.

7. Luckily, the professor **extended the** _____ to Friday. Otherwise, my essay would have been overdue.

8. Travelling around the world during his gap year carries the potential, I hope, for Harry to **broaden his** _____ and become more open-minded.

9. Helen's postgraduate research focused on **confirming the** _____ that aspirin does not in fact help people who have had a heart attack.

10. Our professor said that we had not **grasped the** _____ of the activity, which was to learn how to collaborate with each other, and not necessarily to find the solution to the problem.

1b

Vocabulary

C. Read sentences 1-8 and guess what the idioms in bold mean. Then match them to the definitions a-h.

1. We told them not to take that road but they ignored us and ended up stuck in traffic for two hours. It seems like some people just have to **learn the hard way**. ☐
2. I spend so much time on campus that **I know it like the back of my hand**! ☐
3. He can't become a top manager if he doesn't work his way through the junior positions first; after all, you have to **learn to walk before you can run**. ☐
4. The project we were given was tough, so I was taken by surprise when I found out that I had **passed with flying colours**. ☐
5. Since it's her first week here, can you **show** the new girl **the ropes**? ☐
6. The experience **taught me a** powerful **lesson** – no more last-minute cramming before an exam. ☐
7. You should ask my cousin about opening a restaurant. He's been running one for decades so he **knows all the angles**. ☐
8. The French course Greg's attending **covers a lot of ground**, but that was expected since it's intensive and guarantees success. ☐

a. to experience the negative effects of your actions and improve your future behaviour
b. to deal with a great amount of information
c. to be very familiar with sth
d. to master a basic skill before you do sth more difficult
e. to teach sb how to do a specific job
f. to do very well
g. to learn from one's own unpleasant experiences rather than from the advice of others
h. to possess the skills and knowledge needed to be able to deal with sth/sb

D. Look at the words in the box. These words can have several meanings. Complete the sentences with the correct form of these words.

grade mark term degree

1. Which courses are you taking this _____?
2. The teacher spent the afternoon _____ the students' essays.
3. Michael is currently doing a _____ at Manchester University.
4. He's in hospital suffering from second-_____ burns.
5. The glasses are in a box _____ 'fragile'.
6. The _____ *dyslexia* refers to a learning disability.
7. Our dirty shoes left _____ all over the living room floor.
8. This task requires a high _____ of concentration.
9. Everything manufactured by this company is top-_____ quality.
10. According to the _____ of the agreement, the tuition fees should be paid before the end of the year.

Grammar Future forms and expressions

A. Read the examples and match them with the functions.

1. I'**ll be studying** very hard next year in order to qualify for a scholarship.
2. I can't go camping; Carl **is graduating** this Saturday and I have to be there.
3. By the end of this year, Professor Davis **will have been teaching** at this university for twenty-five years.
4. I have fallen behind with my studies. **Will** you **help** me study and catch up?
5. I'**m going to do** a postgraduate course in Mobile Communications.
6. The seminar **starts** at 6 o'clock so don't be late.
7. Professor Roberts **will see** you now.
8. You haven't been studying much this term. You **aren't going to do** well in your exams.
9. I'm almost finished with my report. I **will have handed** it in by Friday.

a. an action happening according to an official timetable ☐
b. a future plan or arrangement ☐☐
c. an action that will be completed before a specific time in the future ☐
d. a request ☐
e. an action that will be in progress until a specific time in the future ☐
f. an action that will be in progress at a specific time in the future ☐
g. an action expressing willingness or availability ☐
h. a prediction based on evidence ☐

10. **Shall** we **go** to the Visual Arts lecture this Thursday?
11. New students **are to register** in person by 28th September.
12. Please take a seat! The lecture **is about to begin**.
13. By reading this article, you'**re bound to gain** a better understanding of the subject.
14. The seminar **is on the verge of being cancelled**; not many people have enrolled.

i. to express future obligation ☐
j. to describe an action that is very close to happening ☐☐
k. to make a suggestion ☐
l. to express certainty ☐

B. Choose the words/phrases that best complete the sentences below. There are two correct options for each sentence.

1. We should leave now, otherwise we ____ late for the appointment.
   a. are going to be **c.** will be
   b. will have been **d.** are

2. By the end of October, Samantha ____ here for a year already.
   a. will have been working **c.** is going to work
   b. will be working **d.** will have worked

3. William ____ his dissertation at noon in Room 505.
   a. is presenting **c.** will have been presenting
   b. will have presented **d.** will be presenting

4. I ____ my last term paper by the end of May.
   a. submit **c.** am submitting
   b. will submit **d.** will have submitted

5. I hope she ____ us when the conference is over.
   a. visits **c.** will have visited
   b. will visit **d.** will have been visiting

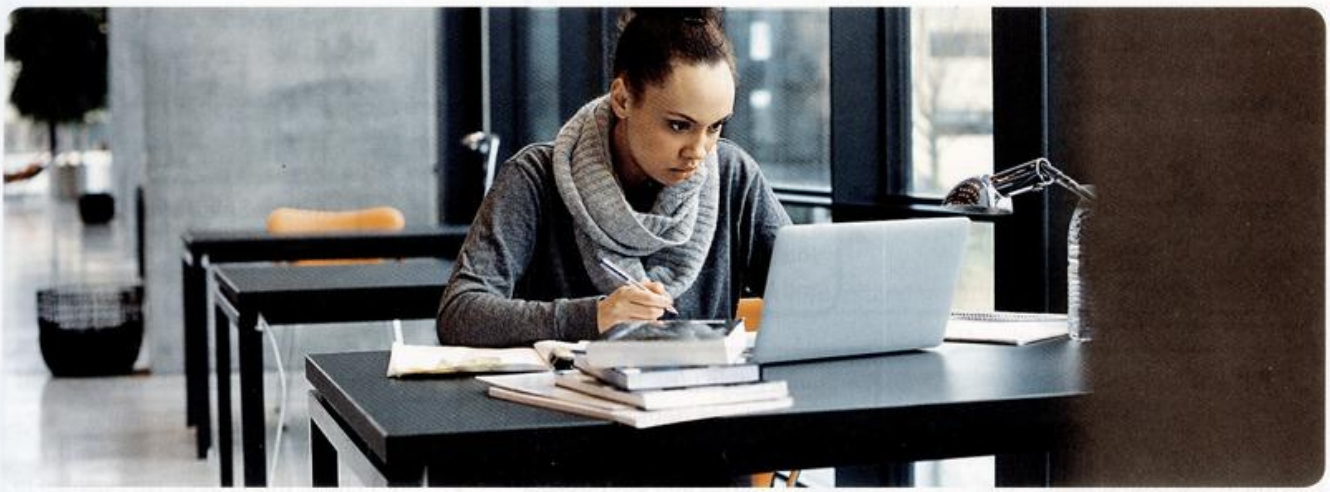
6. At this rate, by the time we find the Department of Registration, the office ____.
   a. will have been closing **c.** is going to be closed
   b. will close **d.** will have closed

7. **A:** ____ around Europe during your gap year?
   B: Yes. I have already booked my ticket.
   a. Do you travel **c.** Will you be travelling
   b. Are you going to travel **d.** Will you have been travelling

8. **A:** The phone's ringing.
   B: I ____ it.
   a. get **c.** 'm getting
   b. 'll get **d.** 'll be getting

9. I know they only offer a small number of scholarships, but I ____ a way to get one.
   a. 'm finding **c.** will find
   b. find **d.** 'm going to find

10. Our flight ____ at 10:00 a.m. so we should be at the airport two hours earlier.
    a. is about to depart **c.** will depart
    b. departs **d.** will have departed



C. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1. Stacey looked as if she was about to cry when she came into the room. **verge**
   Stacey looked as if she _____ when she came into the room.

2. Mike is very intelligent; I'm sure he's going to understand everything quickly. **bound**
   Mike is very intelligent; he _____ on quickly.

3. It's possible that Stan will fail his exams since he hasn't studied at all. **unlikely**
   Stan _____ since he hasn't studied at all.

4. *All students must submit their applications by Friday.* **are**
   All students _____ by Friday.

5. The lecture is not expected to start for another hour. **due**
   The lecture _____ in an hour.

K 103028

Speaking

A. Look at the topics shown below. Choose two of them. What would you say about yourself to someone who didn't know anything about you?

family | home and background | everyday life | leisure time | friends | personal preferences | studies | work | achievements and experiences | future plans and ambitions

B. Look at the questions a-e below. Listen to five speakers answering them and match the questions with the responses from speakers 1-5.

a. In the future, would you like to be living in your own country or abroad? ☐ Speaker 1
b. Is there a gadget you couldn't live without? ☐ Speaker 2
c. Why did you start learning English? ☐ Speaker 3
d. Where are you from? ☐ Speaker 4
e. Are you working or studying at the moment? ☐ Speaker 5

C. Listen again and tick the statements that apply to each speaker. Then discuss which response(s) you find more appropriate for an exam situation. How could the others be improved?

The speaker...	1	2	3	4	5
a. strays from the topic and/or gives a response which is a bit too long.					
b. does not provide enough information.					
c. uses an example to explain.					
d. pauses very often for very long.					
e. does not have good voice projection.					
f. speaks a bit too quickly.					

D. Below are three short conversations. Listen, read and answer questions a-c.

1

What kind of life do you see yourself leading ten years from now?

To tell you the truth, I don't like thinking that far ahead. It's difficult to say, but I might be living in the countryside – that would be nice. Moreover, I hope I will have managed to find and keep a job that fulfils me in some way. Personally, I don't care about money that much, but I hope I will make enough to be able to do the things I enjoy.

2

Can you briefly tell us about a TV programme you watched recently and liked?

Actually, I didn't use to watch TV. But recently we got satellite TV and I started watching nature documentaries and got hooked. In particular, I enjoy a series on surviving in the forests of Alaska. The episodes I've watched show how a family decided to build a house there and what it took for them to bring water and electricity so far into the heart of the wilderness. Learning about other lifestyles is fascinating.

3

What hobbies are you pursuing at the moment?

Well, I like to keep fit so I've recently joined an amateur volleyball team. The reason I chose this is because I wanted to get involved in a team sport. You see, I exercise alone at home – I run on a treadmill. Besides volleyball, I'm really into photography and take snaps of everyday life. Whatever interesting scenes I capture, I upload them for others to enjoy.

a. Which question refers to the present, which refers to the past and which refers to the future?
b. Which tenses do the speakers use to answer the questions?
c. Which expressions or linking words/phrases do the speakers use? Find them and complete the tables on the next page.

Expressing an opinion

In my opinion/view, ...
I believe that...
Personally speaking, I think that...
1. _____
I find that...
It seems to me that...
I feel that...
If you ask me, ...
I'd say that...
For me, ...

Expressing possibility

Maybe/Perhaps/Probably...
I can't say for sure, but I...
I'm not certain, but I may...
I've never thought about it, but I suppose...
2. _____
One possibility I'm considering is...
I'm thinking of... but I haven't made up my mind yet.

Adding points

also
What's more, ...
3. _____
4. _____
as well as

Giving reasons and explanations

For this reason, ...
5. _____
Because of this, ...
Let me expand on that.
Let me explain.
How can I explain this? You see, ...

Giving an example

For example, ...
6. _____
particularly/especially/specifically

Using discourse markers to sound natural

Anyway, ...	To be honest, ...
7. _____	Quite frankly, ...
Of course, ...	10. _____
You know, ...	I must admit (that)...
8. _____	Indeed, ...
I mean, ...	After all, ...
Basically, ...	In fact, ...
9. _____	As a matter of fact, ...
Hopefully, ...	In general, ...
I'm afraid (that)...	sort/kind of

E. Read the questions in the box and answer the questions that follow.

1. What do you like best about the house you're living in now?
2. What do you consider to be your most significant achievement?
3. What fun activities have you recently engaged in?
4. Why is the course you're doing important to you?
5. Do you prefer holidaying with a small or large group of friends?
6. What kind of job would you like to do in the future?
7. What would you say is the best thing that has ever happened to you?
8. Do you think you could spend a week without using the Internet?
9. How important is fitness to you?
10. Would you say you're more mature now than you were three years ago?
11. What are your plans for the coming year?
12. How do you choose your friends?

1. Do the questions ask about general topics or for personal information and opinion?
2. Which tense(s) would you use to answer each question?
3. In an exam situation, what would you say if you didn't hear or understand the question?
4. In an exam situation, what would you say if you needed more time to think?

Asking for clarification or repetition

Could you repeat that, please?
Sorry. Would you mind saying that again, please?
Could you please rephrase the question?
Sorry, did you say...?
I'm afraid I didn't understand/get that.

Gaining time to think

Well, let's see now. Erm... How shall I put it?
Let me think/see.
You know, that's an interesting question.
I've never given it a lot of thought. You see, ...

F. In pairs, ask and answer the questions in the green box above, taking into consideration TIP 1 in the Speaking Reference. Also, ask your partner follow-up questions based on his/her responses.

Writing A covering letter

A. Discuss.

- What would you say the difference between a CV and a covering letter is?
- In what situations would someone need to write a covering letter?
- What do you think is more important when applying for a position – proving you possess related qualifications (degree, certificates) or proving you have the necessary traits (e.g. hard-working, creative)?

B. Read the advertisement and the covering letter below. Answer the questions that follow.

www.jobsearch.co.uk

Employer: **ADesign** | Location: **London** | Position: **Graphic Design Intern**

We offer three places in our six-month internship programme, requiring 15-20 hours per week. Candidates with exceptional potential will be considered for paid employment.

Ideal candidates should be ambitious, confident and possess creative flair. They will be expected to work in a fast-paced environment, meet strict deadlines, prioritise multiple projects and be able to see a project through from inception to completion.

Requirements

- BA or MA in Graphic Design / Media Arts
- Some experience in print and web design (portfolio must be provided)
- Experience in animation a plus
- Software: Adobe Creative Suite

Contact personnel department at info@adesignstudio.co.uk

1 2 3 4 5

To whom it may concern,

I am writing to express my interest in your graphic design internship programme, as advertised online at jobsearch.co.uk. I have been following the progress of ADesign and I am familiar with your work.

I have a BA (Hons) in Graphic Design from the University of Edinburgh and I have been freelancing for the past five months. As you will see from my portfolio, I have worked for a variety of local businesses and online companies, both in print and digital media. I am certified for all Adobe programs related to graphic design, and continue to develop my expertise by following online tutorials and attending training courses on new software. I am a hard worker and I am highly self-motivated to continuously improve.

Working while studying required that I be extremely disciplined. I managed my time in the most efficient way and learnt to prioritise effectively so as not to fall behind on any of my responsibilities. As a freelancer, I had to take full control of a project from beginning to end, producing a variety of possible ideas and styles. Some of these projects involved working with other professionals, such as printers and web developers, which has helped me acquire valuable skills.

I consider myself an ideal candidate for the internship programme at ADesign and I would appreciate the opportunity you offer to work alongside experienced professionals. I have attached my CV for your consideration. I look forward to receiving a favourable reply. Thank you for your time.

Yours faithfully,
Oliver Campbell

1. Which point in the advertisement does Oliver Campbell not refer to at all? Why do you think this is so?
2. If he were to add it, where do you think it would be most appropriate? Why?
3. What information is included in each paragraph? Make notes.

GREETING

OPENING PARAGRAPH

_____

_____

MAIN PART

para. 1 _____

_____

para. 2 _____

_____

CLOSING PARAGRAPH

_____

_____

SIGNING OFF

4. Which of the features below apply to the covering letter? Tick.

Sentences

simple, short sentences ☐ complex sentences ☐

Content

positive personality traits ☐ negative personality traits ☐ previous experience ☐

qualifications ☐ examples demonstrating abilities ☐ physical description ☐

Register

formal ☐ informal ☐

Language: Grammar Active Voice ☐ Passive Voice ☐

linking words/phrases ☐ relative clauses ☐

Vocabulary descriptive language ☐

5. Do you think Oliver Campbell has a good chance of getting the position? Why? / Why not?

C. Look at the advertisement and the letter again and find words that mean the following:

1. outstanding (ad): _____
2. the beginning (ad): _____
3. having the official documents that prove that you are qualified (letter): _____
4. special skills or knowledge in a particular area (letter): _____
5. able to control your behaviour (letter): _____
6. positive (letter): _____

D. Read the two paragraphs below taken from two covering letters which were written for a managerial position in a firm specialising in online games. Then read the TIP in the Writing Reference, identify the mistakes made and write them on the lines below.

① As is evident from my CV, I have been employed by several tech giants, such as *Alternate Reality*, where I single-handedly set the basis for a knew online game and left when the work became to easy. Although I have never worked as a project manager before, I am intelligent and ambitious enough to acomplish any challenge that comes my way. Moreover, I am tall and well-built - being a rugby player - meaning that I am a naturally imposing figure.

② As you can see from my CV, in the last three years I have worked for *Gaming Zone* and *Online Entertainment*. Apart from that, I am a hard-working, honest, resourceful and adaptable individual as well as an excellent communicator. I am upbeat and work well in a team, so maybe I could become a great project manager. Although in my previous jobs I had an issue with being punctual, I am working on overcoming this weakness.

spelling/grammar mistakes: _____

_____

irrelevant information: _____

_____

arrogant attitude: _____

_____

negative qualities: _____

_____

cautious language: _____

_____

no expansion of qualities: _____

_____

Writing

E. Rewrite sentences 1-4 using the prompts so as to produce statements with more confident language. Then circle the quality in the box you think each statement expresses. Which words in each statement help make it sound more confident?

1. I helped the secretary in her daily duties and set up a new filing system.
   I / share / responsibilities / CEO's executive assistant / and / establish / electronic system / organise / data / effectively

   _____

   _____ hard-working / action-oriented

2. When I worked at a known telecommunications company, I tried to make customer service better.
   While / work / major / telecommunications company / I / determined / increase / quality / customer service / local branch

   _____

   _____ competitive / displays leadership

3. It was easy for me to deal with clients' problems.
   I / demonstrate / ability / maintain / positive attitude / when / handle / unpredictable scenarios / with clients

   _____

   _____ opinionated / adaptable

4. I try to do as much charity work as I can, so I have spent the last three summers teaching underprivileged children in Southeast Asia.
   Charity work / be / rewarding / so / past three summers / I / utilise / teaching experience / and / grasp / opportunity / teach / underprivileged children / Southeast Asia

   _____

   _____ self-motivated / ambitious

F. Imagine that you have seen the advertisement on the right and that you have decided to apply for the position. Before you write your covering letter, refer to the Writing Reference (plan and TIP) and answer the following questions. Make notes.

1. What points from the advertisement must you deal with?

   _____

   _____

2. Which personal qualities or interests are you going to mention to show that you are a suitable candidate?

   _____

   _____

3. Which qualities will you expand on? How will you justify them?

   _____

   _____

4. How many paragraphs will the main part consist of? What information will each include?

   _____

   _____

5. Which set phrases might you consider using in the opening paragraph, main part and closing paragraph?

   _____

   _____

G. Write your covering letter (220-260 words) using your notes.

A. Choose a, b, c or d.

1. Most students barely manage to ____ that professor's exams, with the majority failing on a regular basis.
   a. scrape through **c.** sail through
   b. come through **d.** go through
2. Businesses these days are looking for people who are ____, or in other words, able to fulfil more than one role if necessary.
   a. resourceful **c.** versatile
   b. ever-changing **d.** action-oriented
3. The new school policy will be the subject of a heated ____ between parents and teachers at next week's city hall meeting.
   a. formation **c.** fight
   b. debate **d.** counterpoint
4. The company I work for chooses to employ ____ because this gives them the chance to spot new talent.
   a. personnel **c.** jobseekers
   b. interns **d.** freelancers
5. When most of the students confessed they hadn't finished their project, their teacher agreed to ____ the deadline.
   a. meet **c.** extend
   b. set **d.** make
6. For most people, 'love' has a very positive ____ as it reminds them of happiness and being cared for.
   a. connotation **c.** compilation
   b. content **d.** context
7. Angelo needs to learn how to put limits to his ____, otherwise nothing and nobody will ever be good enough for him.
   a. diligence **c.** introspection
   b. procrastination **d.** perfectionism
8. 150 employees were made ____ when the advertising agency closed.
   a. redundant **c.** dismissed
   b. fired **d.** laid off
9. Being a relief worker means that Harriet has to be highly ____ to be able to function in the varied and often difficult situations she finds herself in.
   a. studious **c.** upbeat
   b. meticulous **d.** adaptable
10. The ____ of the situation was made evident when we spotted our professor walking angrily towards us.
    a. state **c.** accuracy
    b. gravity **d.** meaning

B. Read the text and choose a, b, c or d.

To deepen learning, get out the paints

'Logic will get you from A to B. Imagination will take you everywhere,' said once a brilliant physicist. These words can very well sum up the **1** ____ of a three-year study **2** ____ in fifteen schools in our district. The study compared students' performance in schools where the arts are taught in isolation for a few hours each week with schools where the arts are **3** ____ in the daily teaching of language and the sciences.

The results are impressive. **4** ____, students' academic skills improved, with students themselves noticing how explaining ideas through art helped them understand the concepts more quickly and remember them for longer.

Students with learning **5** ____ became more articulate and were able to **6** ____ their reading skills. Teachers were impressed with their students' increased ability to think outside the **7** ____ when facing science problems, as well as with the drop in detention time and increase in attendance, as students related school to a positive learning and emotional experience. Parents reported that their children displayed a **8** ____ awareness of the power of images in advertisements and made better choices because of it.

1.	**a.** data	**b.** findings	**c.** answers	**d.** discoveries
2.	**a.** operated	**b.** run	**c.** managed	**d.** conducted
3.	**a.** incorporated	**b.** entered	**c.** absorbed	**d.** featured
4.	**a.** Quite frankly	**b.** Among other things	**c.** For this reason	**d.** Of course
5.	**a.** inabilities	**b.** capabilities	**c.** abilities	**d.** disabilities
6.	**a.** exceed	**b.** enhance	**c.** elevate	**d.** enlarge
7.	**a.** limit	**b.** mind	**c.** box	**d.** issue
8.	**a.** heightened	**b.** lengthy	**c.** valued	**d.** social

1 REVIEW

C. Choose a, b, c or d.

1. We were going to have fish tonight but we're finally cooking pasta because we ____ any for days.
   a. haven't had **c.** aren't having
   b. haven't been having **d.** won't have had
2. You must be the new office intern. Come on, I ____ you the ropes, if you like.
   a. 'm going to show **c.** 'll show
   b. show **d.** 'm showing
3. Your hands are full of paint – ____?
   a. will you be drawing **c.** have you drawn
   b. will you draw **d.** have you been drawing
4. 'Has anyone offered to bring dessert?'
   'Andrew ____.'
   a. 's going to **c.** is
   b. does **d.** is about to
5. When the sailing race begins later in the day, the competitors ____ for windier weather than last month.
   a. are going to hope **c.** will be hoping
   b. are hoping **d.** will have hoped
6. 'Tom's just gone to human resources again.'
   '____ there twice this morning?'
   a. Will he already be going **c.** Hasn't he already been
   b. Hasn't he already gone **d.** Isn't he already going
7. We ____ the deal for two hours by that point, so it'll be a good time for you to bring in a new pot of coffee and some snacks.
   a. will have been negotiating **c.** will be negotiating
   b. are going to negotiate **d.** will negotiate
8. Scientists ____ being able to fully map the part of human DNA that is responsible for controlling cells.
   a. are about to **c.** are due to
   b. are on the brink of **d.** are sure to
9. My sister is studying to be a chemical engineer but she ____ uncertain about which field to follow.
   a. has been appearing **c.** appears
   b. has appeared **d.** is appearing
10. We ____ forward to watching this documentary for ages.
    a. look **c.** 've been looking
    b. 're looking **d.** will be looking

D. Complete the gaps in the text with one word only.

Saving the world – one big idea at a time

Singularity University is like no other. It offers a 10-week-long summer graduate programme for 80 students aged 19 to 51. These students, who are among the most brilliant minds worldwide, are **1** _____ entrepreneurs, experts in their fields or **2** _____ done something that shows leadership. They do **3** _____ expect to be awarded a degree; they are there for the challenge they are presented with. For ten weeks they will **4** _____ studying the latest in tomorrow's technology – including nanotech, artificial intelligence and robotics – and working in teams on different projects to help **5** _____ the basis and eventually help solve some of the world's biggest problems: poverty, pollution, water shortages, as well as health and energy issues. The aim of the programme is to positively affect the lives of over a billion people within a decade, but the outcome of the projects is not possible to predict. Many of these **6** _____ not succeed. However, this is not regarded as defeat; as a **7** _____ of fact it is seen as part of learning. 'One of the things we try to teach the students is not to be scared to fail – if you want to make a big impact, you're **8** _____ to have to take a big risk,' says the CEO of SU.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to employment, education, dreams and ambitions ☐
- use appropriate tenses to talk about present time and link past time to present ☐
- use appropriate forms/tenses to refer to the future ☐
- use words describing positive and negative character traits; phrasal verbs; collocations and idioms related to learning; words with multiple meanings ☐
- create word webs ☐
- write a covering letter ☐

2 Animal planet

Discuss:

- Match the characteristics below with the animals in the pictures. Can you explain why the animals are associated with these characteristics?

cunning stubborn wise
quiet hard-working forgetful
noble cheeky graceful

- Are any animals considered to have stereotypical characteristics in your country?
- Does your country have an animal as a national symbol? If yes, what does it represent?
- What is a food chain? Can you explain how it works?

In this module you will...

- discuss issues related to animals and their habitats
- learn how to use articles, nouns, determiners and pronouns correctly
- expand your vocabulary by learning topic-related vocabulary; verbs with prepositions; phrasal verbs with 'down'; verbs used in a figurative sense; idioms; collocations; words that describe groups of animals, people and things
- learn how to find the meaning of a word by analysing its different parts
- learn how to write an essay based on prompts
- acquire skills and strategies that will help you in exams

20

Reading 1

A. Discuss.

- What draws people to watching wildlife documentaries?
- How authentic do you think they are?
- Would you find it interesting to learn how documentaries are filmed? Why?

B. Below is a magazine article about wildlife documentaries. Six paragraphs have been removed from the extract. Without paying attention to the missing paragraphs, read the text quickly. What is the main idea of the text and how does it relate to the title?

STAGING REALITY IN WILDLIFE DOCUMENTARIES

Lions are the most celebrated carnivores of the natural world, with a reputation that puts them firmly at the top of the food chain. They also sleep around 20 hours a day and, despite popular misconception, they actually have a lowly 17% success rate when hunting alone. The job of a wildlife documentary filmmaker, determined to capture the fascinating lives of these creatures in their natural habitat, mostly consists of sitting around waiting for them to wake up.

1 ☐

'Filming in the wild is not always possible,' an industry insider told me on condition of anonymity. 'It's common practice now to stage some of the more difficult-to-catch moments – births, hunts, and so on – using tame animals from zoos.' These captive animals are transported to 'wild' settings for filming.

2 ☐

In this particular case, the crew filmed a captive-bred female in a man-made artificial den. But, my contact says, this doesn't affect authenticity because there was no misrepresentation; the animal's natural instincts were not influenced in any way. Nevertheless, I asked, won't audiences feel as though they're being lied to? He thought for a minute and then shook his head. 'Nothing happened that wouldn't have taken place in nature.'

3 ☐

The real question is perhaps instead whether real authenticity would be warmly received by an audience accustomed to digitally enhanced productions. To give an extreme example: imagine footage without sound effects or with unsynchronised background noises. This would be dismissed as amateurish, but it is often the reality; in order to avoid disturbing the animals, a great deal of wildlife footage is shot from a distance using long-focus lenses. The sounds of water splashing or wings flapping are created artificially in the studio.

4 ☐

This is really what it all boils down to. Like any other part of the film industry, the pursuit of viewer ratings determines what is acceptable during filming. Audiences demand visual entertainment, and filmmakers are under pressure to deliver fast-paced, dramatic and often bloody action – by whatever means.

5 ☐

My industry contact frowned when I asked him about documentaries that focus only on the gory side of nature. 'It's a misrepresentation,' he said finally. 'Yes, nature has violent moments, but focusing only on these is a type of lying. It creates an impression based on what is actually a very small part of these animals' lives.'

6 ☐

While he does understand their point of view in this matter, he is critical of any filmmakers who play around with the truth. 'Nature is remarkable enough as it is,' he said. 'It's sometimes necessary to interfere to make it possible to show some of these extraordinary things on camera, but we shouldn't need to misrepresent animals or lead them into unnatural behaviour.'

C. Read through paragraphs A-G below (six of which belong to the text). What is the main point of each?

A Today, however, the Internet has revolutionised the way consumers interact with producers and it is no longer left to the film industry to decide how the audience does or does not feel. As viewers are able to directly and openly express their opinions, filmmakers are increasingly being required to make decisions about how far to go for the sake of practicality without deceiving viewers. When does facilitating a scene cross the fine line and turn into falsifying? The audience wants to see a leopard hunting a deer. Is the end result the same whether the hunt was filmed in grasslands after weeks of waiting or in a recreated environment with two animals bred in captivity?

B Aside from issues of time and money, getting good footage when filming in nature requires sizeable helpings of both patience and luck. In such situations, even the most patient filmmakers begin to wonder whether they can do anything to move things along a bit. In documentaries, interference is generally frowned upon; the genre has a reputation for authenticity to live up to, and audiences expect reliability and factual accuracy. Yet, they also expect visual spectacle – so, when nature refuses to cooperate, how do filmmakers deliver without compromising authenticity?

C He actually believes that the industry should acknowledge all human interventions, no matter how small, by displaying statements informing audiences that certain scenes were staged or that the animal shown was raised in a zoo. But, he realises, this is something which is unlikely to happen; too many filmmakers would view these as ruinous to the atmosphere of their films.

D Although the more diehard supporters of authenticity criticise even these small enhancements as dishonest, many people approve. 'In cases like this, filmmakers are placing the welfare of the animal in question over their work. It's an ethical decision,' wrote one film critic. 'Intruding on natural habitats and harassing the animal to get a good shot would be far worse.' So, if simulated audio is a deception, it's for a good cause – and a way of compromising with the fact that most people would have little interest in watching the unedited 'raw' documentary.

E The lines are also unclear when predator-prey relationships are brought to the stage. Obviously, the outcome of a hunt causes harm to one of the animals involved – but, many would argue, it is entirely natural behaviour. Is it an ethical violation to take two captive animals, one predator, one prey, put them in an enclosure together and let nature take its course? Many people, myself included, would say yes. The prey animal has no chance of escape, and the chances of a successful hunt are artificially increased through human interference.

F This, unfortunately, is often seen as justification for greater levels of human interference, as filmmakers try to make creatures conform to audience demands, regardless of whether these are true to their nature. Practices such as inducing predators into feeding frenzies or provoking otherwise-docile animals into attacking may attract viewers, but they also call into question one of the basic principles of the genre: accuracy.

G He went on to describe his involvement in a documentary about Kodiak bears which won enthusiastic praise for footage of a litter of cubs being born. Kodiak bears, he explained, give birth during their hibernation period, in dens dug out of the mountainside or deep snow banks. 'Sending a cameraman in there would be a death sentence,' he said frankly. Moreover, it's not just dangerous for the human beings involved; many animals react to the presence of outside threats by killing their young. 'Anyway,' he continued with a laugh, 'even if we could ensure everyone's safety in such a small underground space with a stressed mother bear, imagine the issues they'd have with lighting.'

D. Choose from the paragraphs (A-G) the one that best completes the first gap in the text. Follow the steps below.

1. Read the paragraph before and after gap 1, noting the underlined information.
2. What kind of information might the missing paragraph contain? Think about your answers to the previous activity.
3. Choose from paragraphs A-G the one you think is the most appropriate for gap 1.
4. Check whether your option makes sense with the adjoining paragraphs. Refer to the underlined parts.
   - Does your option contain a development on the point mentioned in the first paragraph?
   - The paragraph after gap 1 begins with a piece of direct speech. Does this reflect or logically respond to any point expressed in the option you have chosen?
5. In the option you have chosen, underline the words which link it to the adjoining paragraphs.

E. Read TIP 3 in the Reading Reference which provides information about how to reconstruct a gapped text, and choose the paragraph that best completes each gap 2-6. There is one extra paragraph which you do not need to use.

F. Look at the highlighted words/phrases in the text and the paragraphs A-G and decide what each one of them refers to.

1. In this particular case (text) _____
2. their (text) _____
3. this (para. C) _____
4. these small enhancements (para. D) _____
5. This (para. F) _____
6. they (para. F) _____
7. He (para. G) _____
8. there (para. G) _____

G. Discuss.

- Do you think filmmakers have a duty to inform audiences when they stage scenes? Why? / Why not?
- Would knowing that a scene was staged affect the way you view a documentary?

2a

Vocabulary

A. The words below are all from the text (pp. 26-27). Read the note and write down the words that result when removing the prefixes and/or suffixes.

> You may come across words that seem too complex to understand. Don't panic. Try to analyse them by breaking them down into their different parts. This will help you interpret their meaning.

1. interference _____
2. increasingly _____
3. unedited _____
4. factual _____
5. misrepresentation _____
6. enhancements _____
7. justification _____
8. misconception _____
9. ruinous _____
10. recreated _____

B. Now try to define the following words by analysing them.

1. conservationists
2. pre-existing
3. unjustifiable
4. reintroduction
5. uneventful
6. biological
7. repeatedly
8. inactivity
9. purposefully
10. accessibility

C. Read the sentences and circle the prepositions that are used with the verbs. In some cases, more than one preposition may be used with a verb.

1. There are many who **disapprove** **of / for / off** the way zoos treat animals as objects to be put on show.
2. To reach the bird sanctuary, **head** **towards / in / for** the village of Nelapattu and then follow the signs that direct you there.
3. The San Diego Zoo decided to **collaborate** **between / across / with** a breeding centre in China to help them increase their giant panda population.
4. Those aboard the safari jeep were **warned** **towards / against / off** throwing food to the wild animals.
5. People who want to **contribute** **to / for / with** saving different species from extinction can volunteer for one of the programmes coordinated by a wildlife organisation.
6. We should **discourage** people **over / from / off** getting pets when they are not capable of looking after them.
7. Many confuse the bison and the buffalo, but it's easy to **distinguish** **through / into / between** the two if you pay attention to their anatomy.
8. The authorities are being **criticised** **about / for / by** doing very little to stop the illegal trade of endangered animals.
9. The fact that the animals are here, instead of in their natural habitat, means that more of them are **protected** **from / by / against** the cold.
10. **Experimenting** **over / in / on** mice is the usual step before a new drug can be tested on humans.

D. Look at the following extract from the text on page 26. What does 'boils down to' mean? What other phrasal verbs with *down* can you think of?

*This is really what it all **boils down to**. Like any other part of the film industry, the pursuit of viewer ratings determines what is acceptable during filming.*

E. Read the sentences. Which definition (*a* or *b*) corresponds to each phrasal verb in bold?

1. The plan to stop funding the breeding programme won't **go down** well **with** animal conservationists.
   a. be remembered... by **b.** be received... by
2. I need quite a few pieces of furniture for my new flat, but since I'm on a tight budget, I've managed to **narrow down** the number to three.
   a. reduce **b.** calculate
3. In the end, our choice of house **comes down to** how much we can afford to pay for rent.
   a. depends on **b.** shows
4. The minute we walked onto the premises, the person in charge of the sanctuary **laid down** the rules concerning our work there.
   a. followed **b.** officially stated
5. Digestion **breaks down** food so that the body can use the nutrients it contains.
   a. absorbs and spreads **b.** separates or changes
6. After a hectic day at work, I find that a cup of tea helps me **wind down** and put my worries aside.
   a. relax **b.** concentrate
7. Having to work every weekend **ties** me **down**. I rarely have time to see my friends any more.
   a. limits my freedom **b.** exhausts me
8. Having coached the team for years, Peter decided to **step down** in favour of someone younger.
   a. leave an important position **b.** vote

F. Read the sentences and match the verbs in bold with the definitions.

1. Susan has been **beavering away** all week. Her exams are coming up. ☐

2. Johnny had convinced himself he would try paragliding alongside his friends, but at the last moment he **chickened out**. ☐

3. It wasn't easy, but I finally **badgered** Lily **into** coming out for a walk rather than staying inside all day. ☐

4. I don't mind him talking all the time, but this constant 'me, me, me' attitude is really starting to **bug** me. ☐

5. My nephews wanted to play air hockey at the arcade, so I dug into my pocket and **fished out** a few coins for them. ☐

6. The teacher had to leave the classroom for a few minutes, so of course the students started **monkeying around**. ☐

7. Mark's little brother kept **hounding** me, asking to play a game on my phone, and he got so annoying that I let him. ☐

8. She's got no problem participating in the conversations going on around the office, but if you ask her anything personal, she just **clams up**. ☐

Some verbs relating to animals can be used in a figurative sense, not literally.

a. to harass sb continuously, especially because you want sth from them

b. to take sth out of a bag, pocket, etc.

c. to behave in a funny or silly way

d. to decide not to do sth because you are frightened

e. to stop talking

f. to annoy or irritate

g. to work hard at sth

h. to persuade sb to do sth because you tell them repeatedly

Grammar Articles - Nouns

A. Read the sentences. What's the difference between the two articles?

He went on to describe his involvement in **a** documentary about Kodiak bears.
The documentary won enthusiastic praise for footage of a litter of cubs being born.

B. Read the sentences and correct the mistake(s). There may be sentences with no mistakes.

1. Barry wants to study the Marine Biology.
2. Kevin works as a zookeeper at the zoo near the Kent Station.
3. Do you have a previous experience in sales?
4. The *Discover the Planet* is documentary about the plants and the animals.
5. An interesting fact about mosquitoes is that only the female ones bite.
6. A smartphone has enabled us to have an instant access to Internet.
7. Baby sea turtles born on the beach find the water by following the moonlight.
8. Judy has a love of science-fiction novels.
9. It's a shame that you can't come with us to the Lake Como in the northern Italy.
10. The Americans use term 'soccer' when referring to the football.

2a

Grammar

C. Complete the text with a, an, the or —. In some cases, there may be more than one correct answer.

The benefits of slothfulness

High up in 1 ____ rainforests of 2 ____ Central and South America, you will find one of 3 ____ laziest and most inactive creatures in 4 ____ animal kingdom. It's 5 ____ animal you could best describe as being slothful. 6 ____ sloth has no need to be quick in order to catch its prey for 7 ____ meal; all it has to do is reach out and eat 8 ____ leaf. Having said that, it is incapable of moving fast even if it wanted to. Moving slowly also helps 9 ____ animal to conserve energy, as its entire diet consists mainly of 10 ____ leaves, which aren't very nutritious. Sloths survive on leaves of plants for which other animals have 11 ____ dislike. They have specialised slow-acting stomachs which can break down tough vegetation; this means that the digestive process can take up to 12 ____ month to complete. Sloths sleep up to 20 hours 13 ____ day, and spend most of their time hanging from branches. There are two kinds of sloth, 14 ____ two-toed sloth and 15 ____ three-toed sloth. When 16 ____ first skins and skeletons of sloths were brought to 17 ____ Europe by naturalists, during 18 ____ time when very little was known about these animals, natural history artists drew them standing on all fours. However, 19 ____ sloth's arms and legs are far too weak to hold its weight, making it unable to survive on 20 ____ ground. Up in 21 ____ trees, they are well camouflaged due to 22 ____ colour of their fur, and being slow means they don't attract much attention from 23 ____ predators. So, 24 ____ slothfulness can sometimes be 25 ____ good thing.

D. Look at the nouns below and answer the questions.

mathematics measles efforts evidence glass clothes goods scissors freedom staff time luggage meat news experiences

1. Which of the nouns take a singular and which a plural verb? Give examples by making sentences.
2. Which of these nouns can be used both as countable and uncountable nouns? How does their meaning differ?

E. Complete the sentences using some of the words from exercise D and circling the correct verb form(s).

1. The last _____ I talked to Greg **was / were** when he was in Africa on a safari.
2. I always thought that _____ **was / were** the most difficult subject when I was younger.
3. Lions are carnivores, which means that they don't eat plants; _____ **is / are** the main part of their diet.
4. All _____ **is / are** scanned before being loaded onto the plane.
5. The good _____ **is / are** that after we've finished with all this, we can head back home.
6. _____ **is / are** items such as clothes, food, furniture and appliances that people buy.
7. Patrick told us that the _____ he had while backpacking through South America **was / were** some of the most fascinating in his life.
8. The _____ **wear / wears** special uniforms with the company name on them.
9. **A:** The _____ I have **doesn't / don't** cut very well.
   B: There **is / are** another pair on the kitchen table.
10. _____ **is / are** common during childhood.

F. Complete the sentences with the words in the box, paying attention to the nouns or verbs that follow the phrases denoting quantity.

plenty number majority minority amount deal

1. Most people agree to spend money on helping stray animals, but **a** _____ says we should focus on more important issues.
2. Don't worry, we've got _____ **of** time before the dolphin show starts.
3. **A large** _____ **of** monkeys gathered round our jeep when we entered the national park.
4. Although **a great** _____ **of** effort has been made to save the Sumatran tiger, it still faces extinction.
5. **The** _____ **of** the group wanted to visit the bird sanctuary, so I had to go along.
6. You should see **the** _____ **of** food an elephant can eat in one day!

Listening

A. How much do you know about endangered and extinct species? Read the sentences below. Are they facts or myths? Check the answers with your teacher.

FACT OR MYTH?

#1 It is illegal to kill praying mantises in the USA because they are an endangered species.

#2 Global warming has made polar bears an endangered species.

#3 Experts say honey bees will be extinct within 50 years.

#4 Not all dinosaurs became extinct. Some evolved into species we have on Earth today.

#5 More than 99% of all species that have existed on Earth are extinct.

#6 The Javan rhino is critically endangered because it is hunted for its horn, which some believe has medicinal properties.

B. Read the rubric of the listening activity in the green box. Before you listen, go through the options given for both Task One and Task Two. What kind of information are you asked to focus on in each task?

You will hear five short extracts in which people are talking about a conservation project they are currently involved in. You will hear the recording twice. While you listen, you must complete two tasks.

TASK ONE

Choose from the list (A-H) the main purpose of the conservation project that the person is talking about.

Speaker 1 ☐ **Speaker 4** ☐
Speaker 2 ☐ **Speaker 5** ☐
Speaker 3 ☐

A. to monitor patterns of behaviour
B. to prove that past practices have been successful
C. to assess population density
D. to pilot-test a new conservation project
E. to generate population growth
F. to track the progress of a conservation initiative
G. to preserve a natural habitat
H. to rescue wildlife from a life-threatening situation

TASK TWO

Choose from the list (A-H) what each speaker views as the greatest challenge of the project.

Speaker 1 ☐ **Speaker 4** ☐
Speaker 2 ☐ **Speaker 5** ☐
Speaker 3 ☐

A. the pressure placed on staff
B. the lack of support from groups with opposing interests
C. changing public perception
D. the difficulty in coordinating different services
E. gaining permission to conduct the project
F. acquiring funding
G. working with volunteers
H. supervising the programme from a distance

C. Listen to Speaker 1 and do the activities that follow.

1. Select the correct answer for Task One.
2. Listen to Speaker 1 again and select the correct answer for Task Two.
3. Look at the transcript on the right and underline the parts which justify your two answers.
4. Determine which parts of the transcript could possibly mislead you into choosing another option.

Speaker 1

The destruction of wetlands is a global issue, and one I feel very passionately about. I'm currently running a global wetland conservation initiative which aims to help protect and restore wetlands around the world. Not only are they an essential part of the ecosystem, but they're also home to a massive variety of marine life, birds and even some mammals. Due to drastic changes to their environment, some of these animal species are being threatened with extinction. The way I see it, it's our duty to protect wetlands and, in turn, protect these animals. Still, we regularly face tough opposition from local business communities in many parts of the world who do their best to try and block conservation efforts; clearly they're more motivated by the economic benefit. Draining wetlands for commercial development is, of course, a profitable business.

D. Read TIP 3 in the Listening Reference which provides information about multiple matching activities. Then listen to speakers 2-5 twice and do the listening tasks in the green box.

E. Discuss.

- Would you ever volunteer for an animal conservation programme? What kind?

2b

Reading 2

A. Discuss.

- Would you say you have a good or bad memory?
- Have you ever forgotten something important that you should have remembered? What was it? What were the consequences?
- Is it easier for you to remember names or faces? Do you see people and recognise them but just can't place them?
- Read the phrases below. What do they mean?

have a memory like a sieve *have a memory like an elephant*

B. Read the text. Then answer the questions according to the information given in the text. Choose a, b, c or d.

ELEPHANTS AND MEMORY

Among the many advanced cognitive abilities that elephants exhibit, their exceptional memory is what they are most known for. Elephant memory is an area of study that many researchers have sought to understand and explain, and recent findings reveal that much has yet to be discovered.

Elephants travel in herds typically guided by the oldest female – the matriarch – and her memory is imperative to their survival. She can remember the location of watering holes and feeding points and is the one in charge of leading the herd to safety when disaster strikes. Researchers have found that in periods of drought, for instance, herds with younger matriarchs are less likely to survive. The older matriarch is able to recollect information from decades back. While humans might experience memory loss as they grow older, the exact opposite occurs with elephants. Another study exhibited how herds with older female leaders huddled together in the face of a predator, whereas those with younger matriarchs didn't. Older matriarchs seemed to remember encountering dangerous strangers in the past and knew when to take a defensive position to ward them off.

Elephants form strong social ties with each other and build a complex network of relationships throughout life which depends on genetic, social and circumstantial factors. Their strong memory helps maintain these 26 through time and space. It is believed that they can keep track of the location of about 30 other elephants at any given time when travelling; an impressive figure considering that they don't always roam in a fixed order and the groups are frequently changing.

At first glance, an elephant's memory seems to be purely utilitarian in nature, serving survival purposes and family identification needs, but the story of two elephants, Shirley and Jenny, poses new issues. Having spent only a few months together in a circus, the two elephants not only recognised each other when they were reunited over 20 years later, but also displayed gestures of affection and friendship. Could this prove that elephants experience and 'remember' feelings of fondness from the past? To this day, even researchers can only guess.

1. What is the text about?
   a. how memory skills benefit elephants
   b. how elephants' memory is affected by external elements
   c. a recent research project on elephants' memory
   d. elephants' cognitive abilities in comparison to other animals
2. What can be inferred about elephants and droughts?
   a. Their survival depends on their leader.
   b. In periods of drought, the oldest female takes charge.
   c. Periods of drought are the elephants' worst fear.
   d. Their survival is a matter of luck.
3. What is suggested about elephants and their predators?
   a. Predators tend to attack herds with young matriarchs.
   b. Herds with young matriarchs aren't as well defended.
   c. Young matriarchs perceive danger ahead of time.
   d. Older matriarchs know when to attack approaching predators.
4. What does the word **these** (line 26) refer to?
   a. elephants
   b. factors
   c. memories
   d. social ties
5. Why is the story of Shirley and Jenny mentioned?
   a. to give an example of how elephants that are related to each other act
   b. to demonstrate the use of memory in recognising long-lost relatives
   c. to show the likelihood of elephants forming emotional connections
   d. to emphasise the use of memory for necessary survival information

C. Look at the highlighted words/phrases in the text and match them with their meanings.

1. imperative ☐
2. huddle ☐
3. ward sb/sth off ☐
4. roam ☐
5. utilitarian ☐
6. reunite ☐

a. to gather closely in a group, usually because of fear or cold
b. to join together again
c. serving a useful purpose; practical
d. to prevent sth unpleasant
e. extremely necessary or important; vital
f. to wander about

D. Discuss.

- What do you do to remind yourself of something or to remember things?
- Do you think mobile phones and computers are making our ability to remember better or worse? Can you think of any examples?
- Do you agree that a person's memory deteriorates with age? What kinds of problems does memory loss cause?

Vocabulary

A. Read the sentences. What do the words in bold refer to?

*Elephants travel in **herds** typically guided by the oldest female - the matriarch.*

*Our cat just had a **litter** of five kittens.*

*During our scuba diving trip, we saw a **school** of colourful fish.*

B. Some words that describe groups of animals can also be used to describe groups of people or things. Complete each set of sentences below with the correct form of a word from the box.

flight colony flock herd pack swarm

1.

- As a young boy, my nephew used to spend a lot of time looking at _____ of ants.
- Hong Kong is a former British _____.

2.

- I've always tried to teach my children not to follow the _____ but to choose their own course in life.
- A _____ of cattle was grazing in the field.

3.

- When Tony moved to a block of flats that had no lift, I had to help him carry dozens of boxes up three _____ of stairs.
- We saw a _____ of birds migrating south. Winter is on its way.

4.

- You won't find any shepherds this far down during the summer - they're all higher up in the mountains, tending to their _____ of sheep.
- When STOMP came to our city, crowds _____ to see their one and only performance.

5.

- Apart from the drought in the area, the villagers feared that a _____ of grasshoppers might come and destroy what remained of their crops.
- As the doors opened for the launch of the new gadget, _____ of people rushed inside to get their hands on one of their own.

6.

- They won't sell you a single piece of cardboard paper - you have to get a _____ of ten.
- In the wilderness of Alaska, it is common to come across a _____ of wolves on the hunt.
- Avoiding the _____ of paparazzi waiting outside the hotel would be difficult, so they left through the back door.

2b

Vocabulary

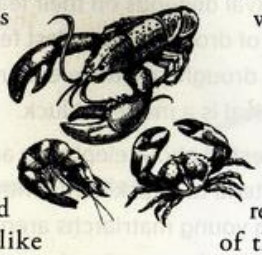
C. Read the two encyclopaedia entries and match the words in bold with their meanings.

SNAKES belong to the family of reptiles, together with lizards, crocodiles and turtles, but snakes differ in that they are legless and very flexible. Of the more than 3,000 snake species, about 600 are **venomous** but only 200 of them are medically dangerous to humans. All snake species have a similar diet of **rodents** (such as rats, mice and squirrels), **amphibians** (such as frogs), and even other reptiles.

They can be found on every continent except Antarctica and some islands, such as Ireland, Iceland and New Zealand. The reason is that island **flora and fauna** are usually descendants of plants and animals that made it there by air or by sea, a rather difficult journey for snakes who prefer warm tropical waters.

Since most snakes are not dangerous, some people have **domesticated** them and keep them as pets. One such example is the *python regius* or *ball python*, which curls into a ball when it feels threatened. It is also a **nocturnal** snake, unlike other species which are more active during the day.

CRUSTACEANS are any kind of animal that lives in water and has a hard outer shell. This group includes shrimp, crabs, lobsters and other species. As a group, crustaceans are categorised as **omnivores**, since the individual species may either be **herbivores** and eat plants, or carnivores and consume fish. Unlike humans, who have an internal **skeleton**, these creatures have an external hard skeleton to protect their soft tissue underneath.



The hard external surface of these **aquatic** animals can often provide a home for other species. For example, the *symbion* acts as a **parasite** and attaches itself to cold-water lobsters, feeding off their meal leftovers. Interestingly, crustaceans have a rich **fossil** record, with most of them belonging to the Carboniferous Period, which began about 359 million years ago.

1. animals that live both in water and on land but lay their eggs in water: _____
2. to place animals under human control for food or companionship: _____
3. poisonous: _____
4. the plants and animals that inhabit a place: _____
5. active during the night: _____
6. small mammals with large sharp front teeth, such as rabbits and mice: _____
7. growing or living in, on or near water: _____
8. a small animal or plant that lives on or in another animal or plant and feeds from it: _____
9. animals that are naturally able to eat both meat and plants: _____
10. the remains of an animal or plant that turned into stone or were preserved in stone: _____
11. the structure of bones that supports a human or animal body: _____
12. animals that eat only plants: _____

D. Complete the dialogues with the correct form of the phrases in the box. What do the idioms mean?

a leopard doesn't change its spots	a lone wolf	a fish out of water	crocodile tears
eat like a horse	elephant in the room	the lion's share	butterflies in one's stomach

1. **A:** Your presentation about illegal logging was exceptional.
   B: Really? Couldn't you tell my voice was shaking? Every time I have to talk in public I have _____.
2. **A:** Won't Duncan be coming with us?
   B: Nah, he's _____. He prefers doing his own thing most of the time.
3. **A:** The dinner seems to be going very well.
   B: I don't know; everyone's making small talk but no one's willing to mention the _____.
   A: You mean the fact that Charlotte quit university?
4. **A:** I don't understand why that animal charity received so much criticism.
   B: Well, apparently, they spent _____ of the donations on salaries and organising fundraising events rather than actually treating animals.
5. **A:** I can't keep up with my nephew. Every time he comes over, he asks if there's any food around. He _____!
   B: Well, he is a growing teenager.
6. **A:** I think we should help Claire out. She's like _____.
   B: I know. It's not easy coming to a metropolis like this after living your whole life in a small coastal town.
7. **A:** It's a shame Mr Black's retiring early. I liked him as a boss; he was strict but fair.
   B: I agree. However, some of the others in our department must be thrilled.
   A: Yeah I noticed the _____ many of them shed during his announcement.
8. **A:** I'm quite disappointed in Michael. I thought that after what happened, he would start being more humble and kind.
   B: Well, _____.

Grammar Determiners and pronouns

A. Choose the sentence which is closest in meaning to the given one.

1. The witness had nothing more to say.
   a. The witness had hardly anything to say.
   b. The witness didn't have anything else to say.
2. Any of these T-shirts will fit you.
   a. All of the T-shirts will fit you.
   b. Only one of the T-shirts will fit you.
3. The salesperson made little effort to please the customer.
   a. The salesperson didn't try very hard to please the customer.
   b. The salesperson did all he could to please the customer.
4. Very few people go on safari alone.
   a. A large number of people go on safari alone.
   b. Not many people go on safari alone.
5. I think either idea works.
   a. I don't think any of the ideas work.
   b. I think both ideas work.
6. The boys taught each other different skateboard stunts.
   a. The boys taught themselves different skateboard stunts.
   b. Each boy taught the other different skateboard stunts.
7. Some guy came round looking for you.
   a. One of the guys came round looking for you.
   b. An unknown guy came round looking for you.

B. What would you say to produce the opposite meaning of the phrases in bold? Use determiners or pronouns in your answers (some, many, little, both, either, every, none, etc.).

1. **A:** Which laptop do you prefer?
   B: Actually, **I like both of them**.
2. **No one** attended the lecture about endangered species.
3. **A:** So, did you enjoy your trip to Africa?
   B: Not much.
4. I can't eat this soup. There's **too much** salt in it.
5. **Every single student** will do a project on extinct species.

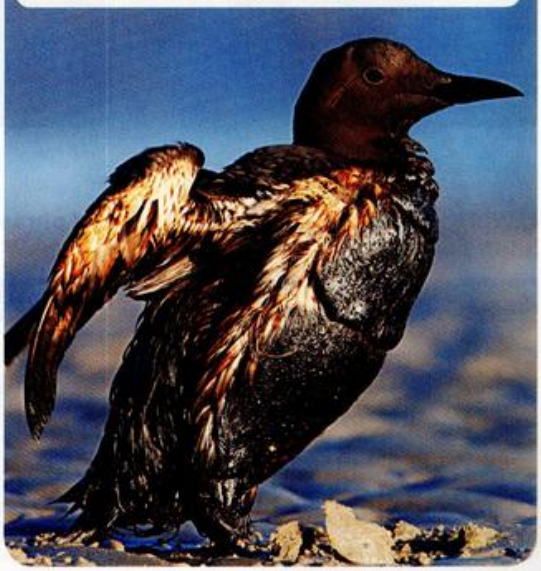
C. Complete the sentences with the words/phrases in the box. Can you explain the meaning of these words/phrases?

one another's	other	the other	every other
another	other than	the others	

1. Have you informed _____ about the meeting?
2. I'd like _____ piece of cake please, if it's not too much trouble. It's delicious.
3. I bumped into my Biology teacher from secondary school _____ day.
4. I don't like it when _____ people don't take me seriously.
5. I go to the yoga studio _____ day for a session.
6. My flatmate and I have learnt to respect _____ personal space.
7. Do you eat anything else _____ junk food?

D. Circle the correct words/phrases. In some cases there is more than one correct answer.

1. **Some / All / Anybody** who wants to come on the trip to the zoo should inform me by Friday.
2. I think **most / the most / most of** people believe in respecting animal rights.
3. **One / You / Yourself** can learn a great deal about marine creatures just by visiting an aquarium.
4. The two girls sat at the table talking to **themselves / each other / every other** about a book they had **both / each / either** read.
5. Fran has been acting strangely lately. She doesn't seem to be **oneself / by herself / herself**.
6. Can the person who left **one's / their / his** coat in the lobby come pick it up please?
7. **It's no / There's no / There's not** point in trying to persuade me. I've made up my mind.
8. Fortunately, **no one / no / none** people were killed in the accident.
9. **A:** Should we visit the elephant or the monkey sanctuary?
   B: Neither / Either / None. I'm not in the mood.
10. We spent the **all / most / whole** weekend studying for an exam.
11. I speak **some / very little / a little** French so maybe I won't have much difficulty during my stay in Lyon.
12. After our experience as volunteers saving birds from the oil spill, we had **many / plenty / a lot** to talk about.



2b

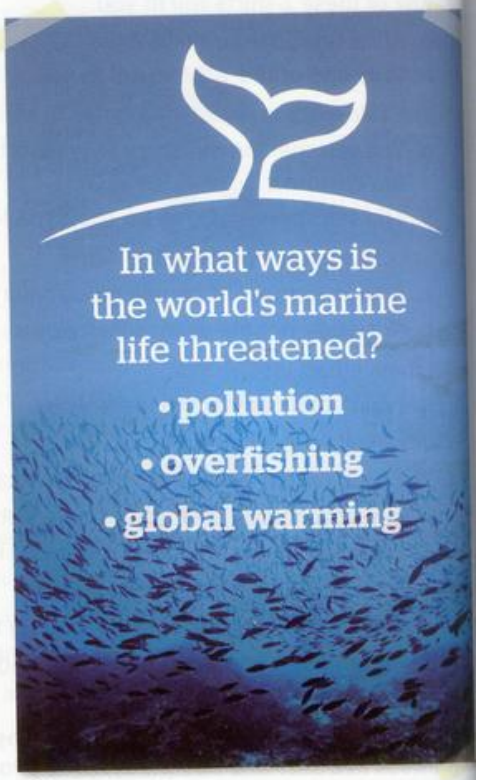
Speaking

A. Discuss.

Below are some pictures of endangered species. Why do you think they have become endangered? Use some of the ideas in the box. Can you think of any other reasons?

destruction of natural habitats	climate change
cutting down rainforests / deforestation	pollution
expansion of cities / urbanisation	poaching
	unregulated hunting

B. Look at the question on the prompt card below. In pairs, brainstorm and note down some ideas that could be used to answer the question. Think about the 3 aspects given and others that you come up with.



C. Listen to someone answering the question. Does the speaker mention any of the ideas you came up with?

D. Below are some linking words and phrases the speaker uses when developing his answer. What purpose do you think they serve? If necessary, listen again.

to begin with
from my point of view
lastly on top of that
for instance additionally
that's a really interesting question

E. Which of the above linking words and phrases can be added to the table below? Can you think of any others to add?

Useful words/phrases when structuring a long turn	
Addressing the topic	1 _____ I've thought about this topic/question before This is a topic/question that has fascinated me
Sequencing points	2 _____, firstly, secondly, finally, 3 _____
Adding more points	4 _____, 5 _____, moreover, moving on to, also, besides this, something else I would like to mention

F. Read TIP 2 in the Speaking Reference and the two tasks in activity G below. In pairs, decide who will be Student A and Student B. Then take a few minutes to organise your ideas and structure your short talk for the question on the prompt card.

G. Do tasks 1 and 2. Remember to use linking words/phrases so that you present something in a coherent way. You can use some of the ideas in the boxes.

1

Student A: Look at the question on the prompt card and say what you think. If you like, you can use the ideas on the card. Talk for approximately 2 minutes.

How can the existence of zoos be justified?
- education
- conservation
- research

Student B: Answer the following question.
In your opinion, what is the main benefit of animals being kept in zoos?

Student A: Answer the following question.
Do you agree?

zoos must adhere to standards and regulations
animals are protected from threat of extinction, droughts, starvation, habitat loss, poachers, predators
key to survival of endangered species
animals receive veterinary care – treated by specialists
support breeding programmes
rehabilitate injured/abandoned animals
educational tool
visitors become environmentally conscious
easier exposure to animals
foster appreciation for wildlife
increase scientific knowledge about a species

2

Student B: Look at the question on the prompt card and say what you think. If you like, you can use the ideas on the card. Talk for approximately 2 minutes.

Why do some people like having pets?
- responsibility
- company
- assistance

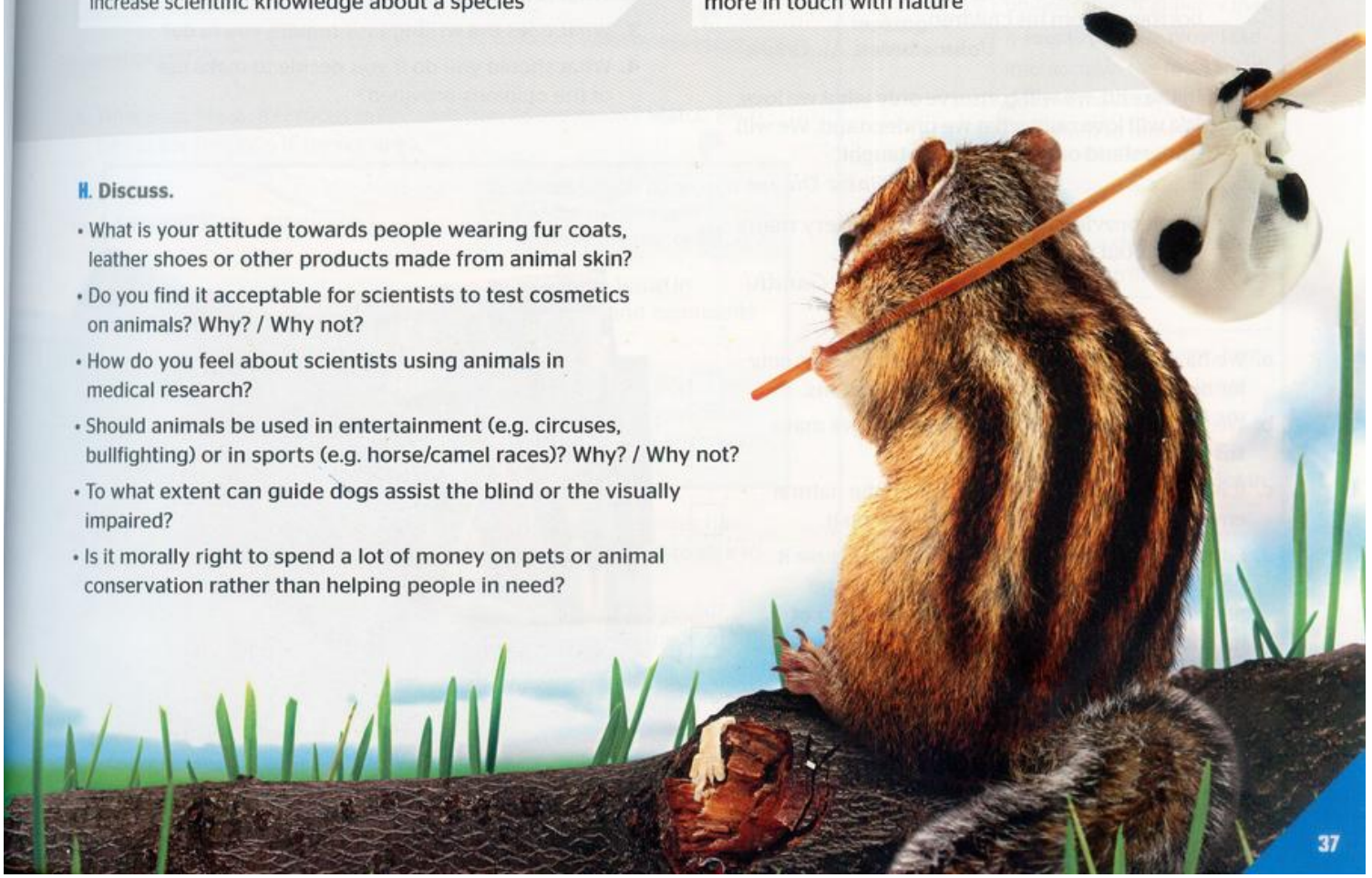
Student A: Answer the following question.
Would you enjoy having a pet?

Student B: Answer the following question.
How about you?

increase sense of responsibility
teach children to have empathy
lifelong loyalty
protection
loneliness
respond to our presence
enthusiastic welcome
affection and companionship
entertaining to watch
stroking pets helps to reduce stress levels
encourage exercise
more in touch with nature

H. Discuss.

- What is your attitude towards people wearing fur coats, leather shoes or other products made from animal skin?
- Do you find it acceptable for scientists to test cosmetics on animals? Why? / Why not?
- How do you feel about scientists using animals in medical research?
- Should animals be used in entertainment (e.g. circuses, bullfighting) or in sports (e.g. horse/camel races)? Why? / Why not?
- To what extent can guide dogs assist the blind or the visually impaired?
- Is it morally right to spend a lot of money on pets or animal conservation rather than helping people in need?



2b

Writing An essay based on prompts

A. Discuss.

- Look at the sign. What do you think it's trying to say? Where might it be found?

- The quotes (1-4) below are related to wildlife conservation. Match each one to the sentence (a-d) that best captures the meaning being expressed. Then discuss the issues raised in each quote.

1. "Plans to protect air and water, wilderness and wildlife, are in fact plans to protect man."
Stewart L. Udall

2. "A true conservationist is a man who knows that the world is not given by his fathers but borrowed from his children."
John James Audubon

3. "In the end, we will conserve only what we love. We will love only what we understand. We will understand only what we are taught."
Baba Dioum

4. "Earth provides enough to satisfy every man's needs, but not every man's greed."
Mahatma Gandhi

a. We have to preserve our natural heritage not only for ourselves but also for future generations. ☐

b. We have adequate natural resources if we make sustainable use of them. ☐

c. It is in our best interests to preserve the natural environment as our survival depends on it. ☐

d. Education is the key to conservation because it helps people develop an appreciation of the natural environment and an understanding of its importance. ☐

B. Read the writing task and answer the questions that follow.

Your class has listened to a radio discussion programme on the measures that need to be taken by governments to protect endangered animal species. You have made the notes below:

Measures governments need to take to protect endangered animal species:
- habitat preservation
- captive breeding programmes
- hunting regulations

Some opinions expressed in the discussion:

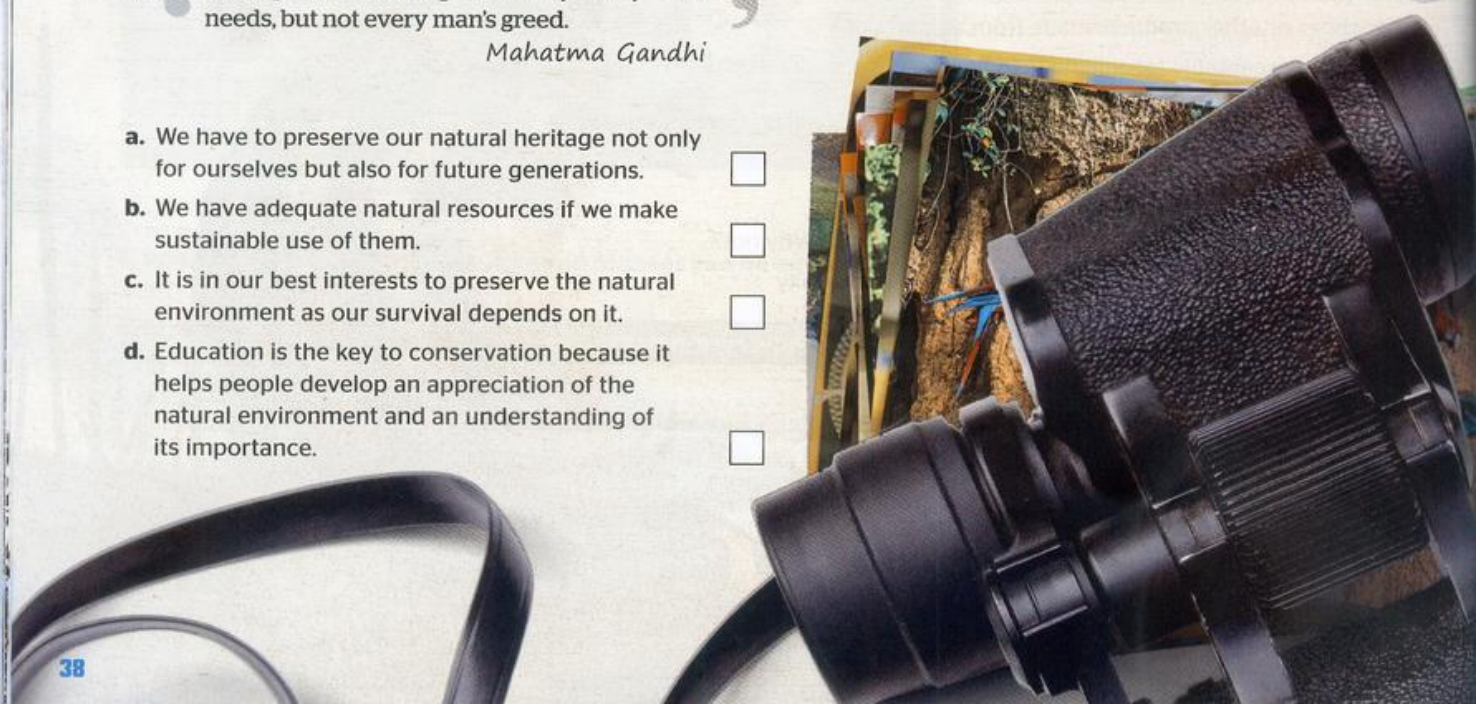
'Sometimes the only thing that stands between the survival and extinction of an endangered species is the breeding of that animal in captivity.'

'People who hunt and kill animals illegally should be severely punished.'

'Saving an endangered species goes hand in hand with saving its natural habitat. You can't have the one without the other.'

Write an essay for your tutor discussing **two** of the measures in your notes. You should **explain which measure is more effective** in protecting endangered animal species and **provide reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

1. Can you identify the key words? Underline them.
2. What is the topic of discussion?
3. What does the writing task require you to do?
4. What should you do if you decide to make use of the opinions provided?



C. Read the sample essay for the writing task in activity B and complete the tasks that follow.

The extinction of animal species is a natural process that has occurred continuously over the course of Earth's history. However, the mass extinctions evident today are clearly not part of that process. It is clear that governments need to take urgent measures to ensure that animal species red-listed as endangered are protected.

Firstly, and arguably most importantly, governments must take measures both to restore and to protect the natural habitats of endangered animals. Many of these are being destroyed at an alarming rate by human activity such as urban expansion, logging and mining. We cannot expect to save species from extinction if we do not preserve the natural habitats in which they live. Governments globally must protect places of special interest against human interference. This can best be achieved through the creation of wildlife reserves and sanctuaries that are protected by law.

Secondly, the introduction of stricter hunting regulations is a very important part of the solution. Many endangered species, for instance tigers, elephants, bears and seals, are ruthlessly slaughtered for their body parts. It would be a good idea for governments to ensure that the full force of the law is used to punish those who, for whatever reason, hunt animals that inhabit protected areas or are on the brink of extinction. In addition, laws that prohibit the buying and selling of products from endangered species must also be passed.

On balance, although both measures are necessary, I personally consider establishing wildlife reserves and sanctuaries a priority. Apart from safeguarding endangered or critically threatened species, these reserves also protect the natural habitats in which they live. They, therefore, ensure the preservation of whole ecosystems, which are of value to us because of their unique and irreplaceable biodiversity.

1. What does the writer focus on in each part of the essay? Match each part to the function it serves (a-c).

Introduction: paragraph 1	**a.** states which approach he/she prefers and justifies his/her opinion
Main Part: paragraph 2, paragraph 3	**b.** raises the issue in question and comments briefly
Conclusion: paragraph 4	**c.** develops two points and provides information in support of the arguments presented

2. Read the main part of the essay again. Which two of the notes has the writer chosen to discuss? What reason(s) does he/she provide to develop the notes?
3. Has the writer made reference to any of the opinions expressed? If yes, which one(s) and where? What do you notice about the wording of the opinion(s) included?
4. Which measure does he/she single out? How does he/she justify his/her choice?
5. Look at the highlighted words/phrases in the essay and put them in the correct category in the table on the right.

listing/ sequencing points	**1.** _____, to start with, in the first place, **2.** _____, thirdly, finally, last but not least
adding more points	**3.** _____, **4.** _____, **5.** _____, furthermore, what is more, another point worth mentioning is, not only ... but also, not to mention, another key aspect/point/fact
expressing contrast	**6.** _____, **7.** _____, on the other hand, even though, in spite of (the fact that), despite (the fact that), all the same, nevertheless, nonetheless, while, whereas, unlike, by contrast, in contrast (to)
expressing result/ consequence	**8.** _____, thus, as a result, as a consequence, consequently, in this case
making statements	**9.** _____, it is evident/apparent/ obvious that, it appears that, it seems that, we must take into account the fact that, it goes without saying that, it is important to remember that
giving an example	**10.** _____, **11.** _____, (take) for example, that is, in particular, to illustrate
giving opinion	**12.** _____, from my point of view, I am in favour of, it is my belief that, the way I see it, I am convinced that, I strongly believe, there is no doubt in my mind that
summing up	**13.** _____, to sum up, all in all, in conclusion, on the whole, taking everything into account/consideration, in short/brief, overall, all things considered

Writing

D. Complete the collocations below using the words in the box. The words may be used more than once. Those in bold appeared in the sample essay.

habitats measures extinction species

1. be in danger of / **be on the brink of** / be on the verge of / be threatened with / face _____
2. adopt / implement / pass / introduce / **take** _____
3. endangered / fragile / native / **natural** / threatened _____
4. conserve / damage / destroy / **preserve** / **protect** / **restore** _____
5. **animal** / protected / **endangered** / extinct / plant / rare / **threatened** _____
6. imminent / **mass** / total / widespread _____
7. desperate / drastic / effective / **necessary** / preventative / **urgent** / radical _____

E. Read the writing task below and underline the key words/phrases. Before you write the essay, take time to think about the topic. Answer the questions on the right. Make notes.

Your class has watched a discussion on how schools can raise students' awareness of the importance of wildlife conservation. You have made the notes below:

Ways schools can raise students' awareness of the importance of wildlife conservation:
- celebrating National Wildlife Day
- excursions / field trips
- compulsory wildlife conservation volunteering

Some opinions expressed in the discussion:
'Students should be taught that we all have a role to play in wildlife conservation.'
'Excursions help students see from up close what they've been learning about in class.'
'The whole school is involved so it's fun and informative for both students and teachers alike.'

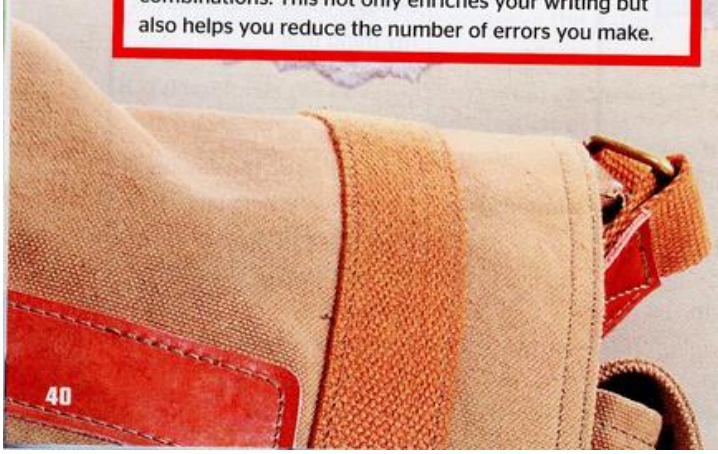
Write an essay for your tutor discussing **two** of the points in your notes. You should **explain which way would be more effective** in raising students' awareness of the importance of wildlife conservation, **providing reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

1. Why should schools raise students' awareness of the importance of wildlife conservation?
2. Should world international days, such as National Wildlife Day and World Environment Day, be celebrated in schools? If yes, why? If no, why not?
3. What kind of excursions/field trips can help enhance students' understanding of conservation programmes and their importance?
4. How can coming into contact with wildlife help raise one's sensitivity to conservation issues?
5. Why should young people be encouraged to take part in wildlife conservation volunteering?

F. Refer to the Writing Reference (plan and TIP). Then write the essay set in activity E (220-260 words), using ideas from the activities above, as well as phrases from the box below.

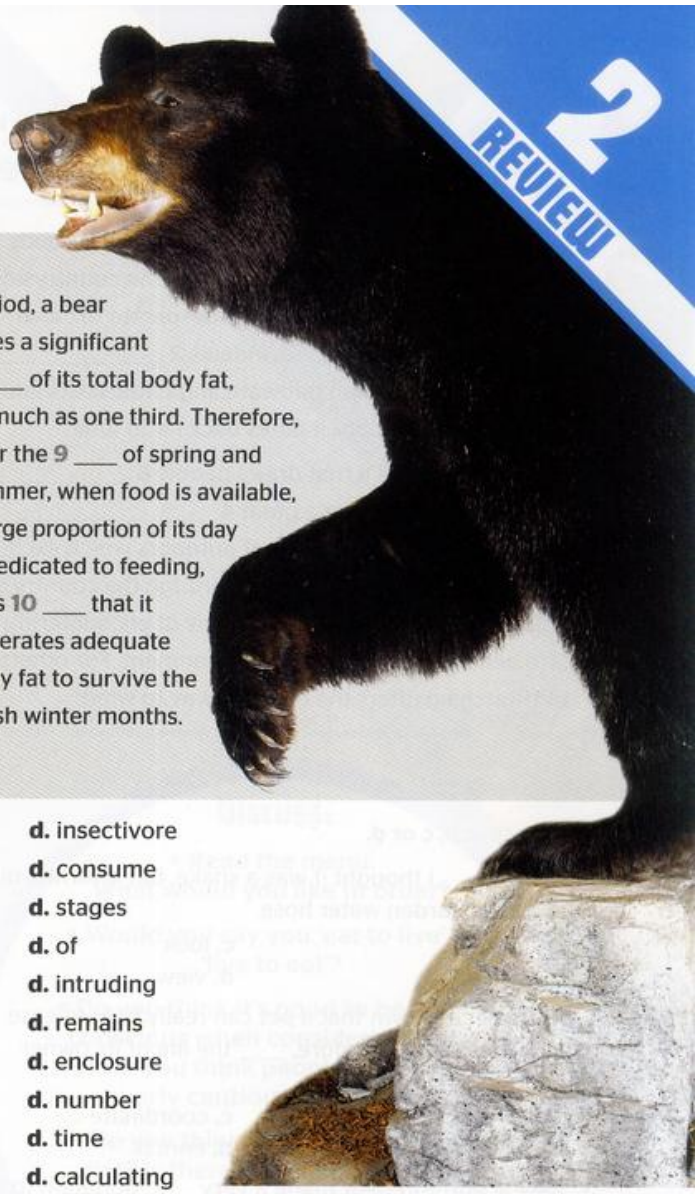
When writing, try to use chunks of language, such as set expressions/phrases, collocations and specific word combinations. This not only enriches your writing but also helps you reduce the number of errors you make.

adopt/develop/take **a hands-on approach**
active/direct **involvement**
be/become/get actively/emotionally/personally **involved**
make a positive/significant/invaluable **contribution**
hold/organise/stage **an event**
be involved in / engage in / participate in / take part in / undertake **an activity**
go on / make / organise / arrange **an excursion**
broaden/deepen/develop/enhance/enrich/improve/ increase **one's understanding of**
develop/gain/cultivate/have **a deep/growing appreciation of**
arouse/awaken **one's curiosity**
take / call for decisive/drastic/immediate/urgent **action**



A. Read the text and choose a, b, c or d.

Black bears



The black bear, which is distributed across parts of the Americas, is renowned for its insatiable appetite. Considered a(n) 1 ____, it enjoys a wide range of food, from berries and nuts to fish and insects, but is known to 2 ____ off plant matter mostly. The black bear 3 ____ a relaxed attitude towards its dietary requirements, eating almost anything it comes across. Aside 4 ____ its extraordinarily sensitive hearing, it has a superior sense of smell, allowing it to seek out food over considerable distances. This has resulted in bears 5 ____ into residential areas, attracted by the smell of food 6 ____.

As a response to reductions in food supplies during winter, the black bear prepares for 7 ____, constructing its winter home and then settling in for the months ahead. During this period, a bear loses a significant 8 ____ of its total body fat, as much as one third. Therefore, over the 9 ____ of spring and summer, when food is available, a large proportion of its day is dedicated to feeding, thus 10 ____ that it generates adequate body fat to survive the harsh winter months.

1.	**a.** herbivore	**b.** carnivore	**c.** omnivore	**d.** insectivore
2.	**a.** graze	**b.** feed	**c.** digest	**d.** consume
3.	**a.** exhibits	**b.** illustrates	**c.** fosters	**d.** stages
4.	**a.** with	**b.** from	**c.** to	**d.** of
5.	**a.** interfering	**b.** provoking	**c.** wandering	**d.** intruding
6.	**a.** materials	**b.** goods	**c.** crops	**d.** remains
7.	**a.** hibernation	**b.** slothfulness	**c.** preservation	**d.** enclosure
8.	**a.** plenty	**b.** deal	**c.** amount	**d.** number
9.	**a.** month	**b.** course	**c.** season	**d.** time
10.	**a.** inferring	**b.** tracking	**c.** ensuring	**d.** calculating

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between **three** and **eight** words, including the word given.

1. Rose was asked several times by her boss to book tickets for the insect house but she forgot to. **repeatedly**
   Despite Rose's _____ to book tickets for the insect house, she forgot to.
2. The aim of the project is to monitor the small number of gorillas left in the area. **few**
   The aim of the project is to keep _____ gorillas left in the area.
3. It was wonderful to see how the trip to the aquarium benefited all of my students. **single**
   It was wonderful to see how _____ the trip to the aquarium.
4. We know that trying to prohibit farmers from shooting wild animals is useless when their livestock is in danger. **point**
   We know that _____ farmers from shooting wild animals when their livestock is in danger.
5. The injured lion's health has hardly improved in the last 48 hours. **little**
   There has _____ the injured lion's health in the last 48 hours.
6. I heard that all the sanctuary workers agree with the new measures. **disapprove**
   I heard that _____ the new measures.

2 REVIEW

C. Complete the gaps in the text with one word only.

Why people love birdwatching

Every year in the United Kingdom, thousands of people head 1 _____ the countryside, armed with their binoculars and desperate to catch sight of their favourite bird. Indeed, 2 _____ British have long been birdwatching enthusiasts and, as a recreational activity, it dates back far in time.

So what exactly is it that draws people 3 _____ birdwatching? Well, for a great 4 _____ birders, it is a love of the great outdoors which excites them, the opportunity to roam through the country's fields and forests, and all for the joy of encountering bird behaviour in its natural environment. For others, birdwatching offers the ultimate way to wind 5 _____; for these individuals, nothing is more tranquil than listening to the delightful chatter birds engage in. Incredibly, some birders, having educated 6 _____ over the years on all the different bird sounds, are even able to distinguish 7 _____ species of birds simply from their singing. When one thinks of all that birdwatching has to offer, it is really 8 _____ surprise that people take great pleasure in the activity.

D. Choose a, b, c or d.

1. At first ____ I thought it was a snake, but it turned out to be the garden water hose.
   a. sight **c.** look
   b. glance **d.** view
2. It has been shown that a pet can really help to ease loneliness and, therefore, ____ the life of its owner enormously.
   a. safeguard **c.** coordinate
   b. evolve **d.** enrich
3. A local entrepreneur made a very ____ donation to the animal shelter, which will be used to buy necessary medical supplies.
   a. sizeable **c.** urgent
   b. profitable **d.** dramatic
4. I've always been ____ against any sport which involves inflicting pain on animals, especially hunting and bullfighting.
   a. morally **c.** steadily
   b. purely **d.** firmly
5. It goes without ____ that you're welcome to use our beach house anytime you wish.
   a. knowing **c.** doing
   b. acting **d.** saying
6. Even though Kieran tried his best to ____ me into going fishing with him at the weekend, I refused.
   a. bug **c.** badger
   b. chicken **d.** hound
7. If this bothers you so much, you could ____ the issue at next month's staff meeting.
   a. raise **c.** rise
   b. praise **d.** describe
8. The beach clean-up effort was a huge success; the ____ was over 200 bags of rubbish being collected by the volunteers.
   a. effect **c.** outcome
   b. reaction **d.** development
9. Exceeding the speed limit is a ____ of the law and will not go unpunished.
   a. regulation **c.** misconception
   b. violation **d.** deception
10. We must take ____ measures if we do not want to see the bird flu spreading to humans once more.
    a. protected **c.** common
    b. preventative **d.** ethical

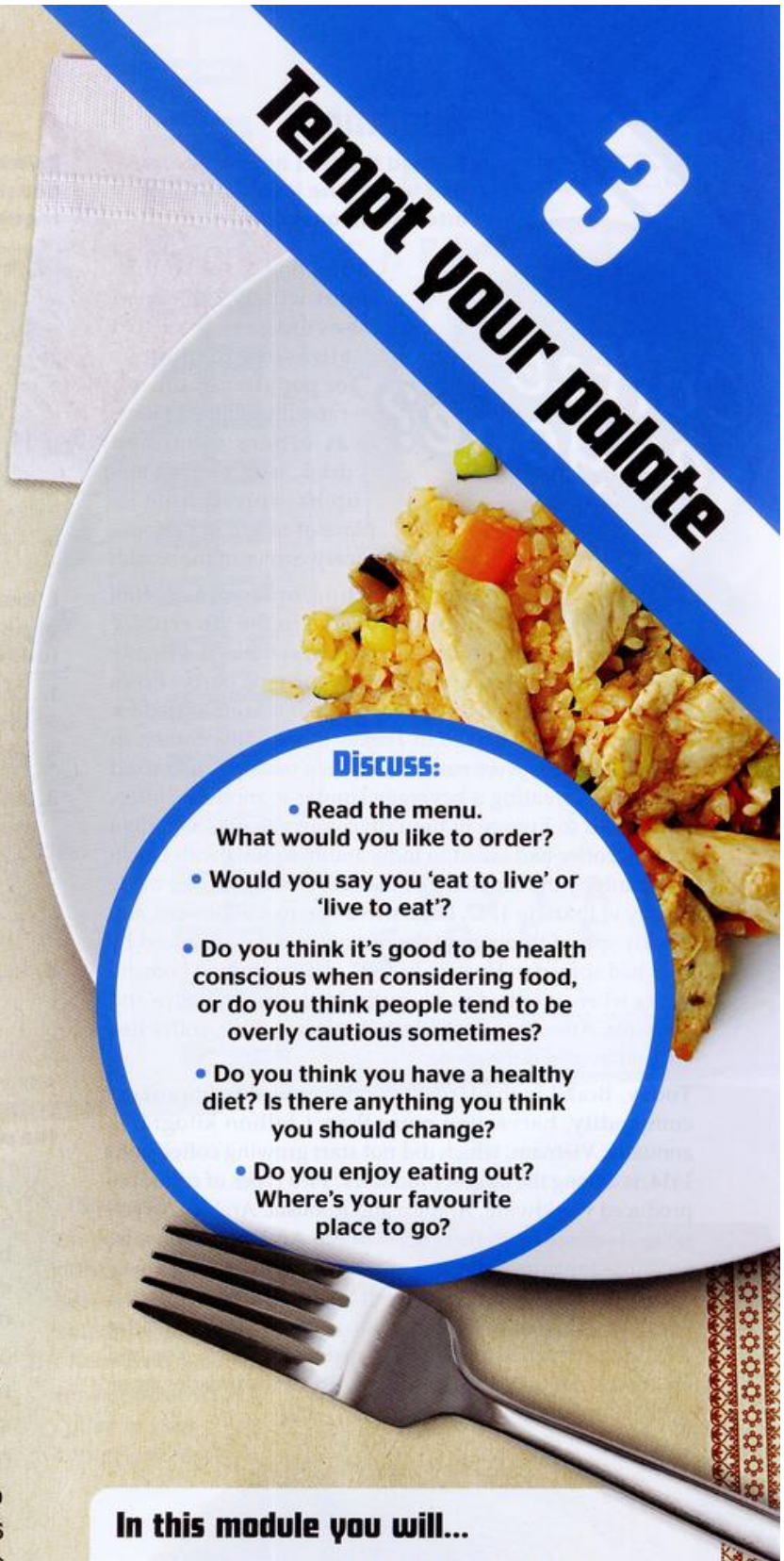
Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to animals and their habitats ☐
- use articles, nouns, determiners and pronouns ☐
- use topic-related vocabulary; verbs with prepositions; phrasal verbs with 'down'; verbs in a figurative sense; idioms; collocations; words that describe groups of animals, people and things ☐
- find the meaning of a word by analysing its different parts ☐
- write an essay based on prompts ☐

3 Tempt your palate



Menu

SOUPS

Shellfish bisque 8.75
Creamy chicken and wild mushroom soup 7.25
Tomato soup with rocket and almond pesto 8.00

HORS D'OEUVRES / STARTERS

Steamed asparagus 10.50
Steak tartare 13.00
Mediterranean appetisers 10.50
Smoked salmon 14.75
Popcorn shrimp 12.00

PASTA AND RICE

Risotto primavera 13.00
Spaghetti – *with white sauce, chilli and parsley* 16.00
Lasagne al forno – *with garlic bread* 14.00
Spinach and pine nut lasagne 12.75

SHELLFISH AND FISH

Dorset crab – *with seasonal vegetables* 7.50
Plancha prawns – *with smoked garlic butter and herbs* ... 18.50
Poached salmon – *with fennel and asparagus salad* 20.00
Thai-baked sea bass – *with fragrant rice* 18.50

ROASTS AND GRILLS

Spiced duck breast – *with charred greens and soy sauce* .. 24.00
Rump of lamb – *with smoked aubergine* 19.00
Grilled rib steak – *with melted onions* 22.00
Grilled lamb cutlets – *with rosemary sauce* 21.75

SALADS

Cobb salad – *with Roma tomatoes and avocado* 8.50
Caesar salad – *with lettuce and grated parmesan* 9.75
Tuna salad – *with house vinaigrette* 8.50
Greek salad – *with Kalamata olives and feta cheese* 7.75

DESSERTS

Vanilla cheesecake with strawberries 6.50
Lemon meringue pie 7.00
Double chocolate walnut brownie 8.00
Warm apple tart with caramel sauce 7.50

Discuss:

- Read the menu. What would you like to order?
- Would you say you 'eat to live' or 'live to eat'?
- Do you think it's good to be health conscious when considering food, or do you think people tend to be overly cautious sometimes?
- Do you think you have a healthy diet? Is there anything you think you should change?
- Do you enjoy eating out? Where's your favourite place to go?

In this module you will...

- discuss issues related to food and drink, cooking and health
- learn how to use appropriate tenses to talk about past events and situations
- learn how to emphasise an action rather than the doer of the action using the passive voice
- expand your vocabulary by learning topic-related vocabulary; adjectives; metaphors; prepositional phrases; idioms; colloquial expressions; noun collocations
- learn how to write a review
- acquire skills and strategies that will help you in exams

30

Reading

A. Read the text below. Do you find any of the information interesting or surprising?

Coffee, one of the world's most widely consumed beverages, was not always so ubiquitous or popular. At times a carefully guarded secret, at others a banned drink, nature's pick-me-up has spread from its place of origin in Ethiopia to every corner of the world.

According to legend, coffee was discovered in the 9th century by an attentive Ethiopian goatherd who noticed a frenzy overcoming his herd after they ate the ripe berry. From Ethiopia coffee moved to Yemen, where it was cultivated for centuries before it arrived in Turkey in the 15th century. In Turkey the seeds were roasted and then mashed and mixed with water, creating a beverage similar to modern coffee. Introduced to Europe in the 17th century thanks to Italian traders, coffee had sailed to India and Indonesia with Dutch merchants by the beginning of the 18th century. Coffee made its way to Brazil in 1727, hidden in a bouquet of flowers, and quickly spread throughout the rest of Latin America, and by 1823 had spread to Hawaii. In 1893 coffee returned home to Africa where it settled as a lucrative cash crop in Kenya and Tanzania. After almost a millennium of travelling, coffee had circumnavigated the globe.

Today, Brazil is the largest producer of this important commodity, harvesting more than 1 billion kilograms annually. Vietnam, which did not start growing coffee until 1914, is among the largest producers. Two types of coffee are produced worldwide, Arabica and Robusta. Arabica, which takes its name from its origins in the Arabian peninsula, accounts for three-quarters of world production and was once grown almost exclusively in South America. Robusta, which has a higher caffeine content, accounts for one quarter of world production and is found mainly in Africa, Asia and Indonesia, where its hardiness can withstand a broader range of climates better than Arabica.

B. Read question 1 below. In order to answer the question, how much of the text about coffee are you required to read?

1. What is the primary purpose of the text?
   a. to explain why coffee is so popular
   b. to dispel any myths regarding the discovery of coffee
   c. to describe how different countries use coffee
   d. to outline how coffee became an international drink

Now, read TIP 4 in the Reading Reference which provides information about questions focusing on global understanding and answer question 1. Choose a, b, c or d.

C. Read the text again carefully. Underline the words or phrases in the text that provide evidence that the following statements are true.

1. Coffee hasn't always had such widespread acceptance as today.
2. Coffee is considered a natural stimulant.
3. Animals were observed to have an uncontrollable reaction after consuming coffee beans.
4. The coffee plant was grown in some countries because it was a profitable plant.
5. Arabica is named after the place it comes from.
6. Robusta is a stronger type of coffee than Arabica.

D. Answer questions 2-5 below by choosing from the answer choices given (a, b, c or d) the one that best reflects the information in the text. Locate and underline the part of the text where the answer can be found.

2. According to the text, what is true about coffee?
   a. It spread after being banned in Ethiopia.
   b. It got its present-day form from the Ethiopians.
   c. The first to cultivate it was a goatherd.
   d. At some time in the past, it was prohibited.
3. What can be inferred about the introduction of coffee to Brazil?
   a. It travelled there through Latin America.
   b. The plant was originally introduced as a flower.
   c. It was brought into the country in secrecy.
   d. It travelled there as a product of trade.
4. According to the text, what can be understood about the spread of coffee?
   a. It was limited to South America and Africa.
   b. It created conflict in every country to which it was introduced.
   c. It took a long while to spread across the whole world.
   d. Most stages of its history remain obscure.
5. Why is the Robusta coffee plant more common in certain parts of the world?
   a. It is a more resilient plant than Arabica.
   b. It has more caffeine than Arabica.
   c. It can grow in any climate.
   d. It is considered to be better than Arabica.

E. Look at the information below. Do you know what the highlighted words mean? Do you know what the coffee drinks on the right are?

Coffee Corner

OUR COFFEE BEANS ARE **IMPORTED** DIRECTLY FROM RENOWNED BRAZILIAN PLANTATIONS.

After roasting, they are **freshly ground** in our stores, which ensures a rich taste and provides the enticing **aroma** which customers find irresistible.

WE HAVE A RANGE OF DECAF BEVERAGES FOR ALL THOSE TRYING TO AVOID CAFFEINE.

OUR LATTE BEVERAGES MADE WITH CREAMY FRESH STEAMED MILK WILL STEAL YOUR HEART!

Try our caffè mocha with milk **froth** or whipped cream and chocolate syrup or **cocoa powder**. You'll be dying for more!

And don't forget our famous iced coffees for all those wanting to stay cool.

SO, COME ON OVER! OUR **BARISTAS** ARE WAITING TO TAKE YOUR ORDER.

Coffee

BLACK COFFEE

CAPPUCCINO

Espresso

CAFFÈ MOCHA

latte

Decaf

Iced coffee

filter coffee

INSTANT COFFEE

F. Listen to some people ordering coffee and write 1, 2, 3 in the boxes for the customers.

G. Discuss.

- Do you enjoy drinking coffee? If yes, what type do you drink and how often? If no, why not?
- How popular is coffee in your country/culture?

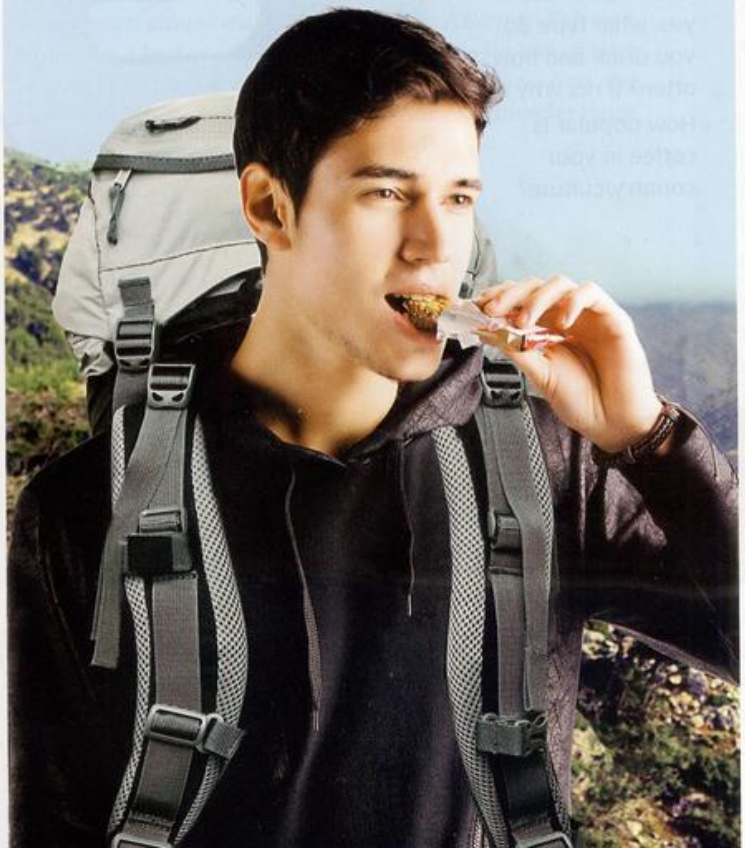
3a

Vocabulary

A. Read the sentences and note the words in bold. Choose a word from the box that can be used as a synonym for each one.

hungry	starving	refreshing	unique	nourishing
intense	enticing	full	very thirsty	juicy

1. The **appetising** aroma coming from the restaurant kitchen made my stomach growl.
2. Aunt Sophie believes in healthy eating, so her cooking is very **wholesome**, though not always flavourful.
3. The idea behind the dish was promising, but the **overpowering** smell of onions did not allow for the other flavours to surface.
4. There's nothing better after a long day at the beach than a **thirst-quenching** smoothie to rehydrate you.
5. *Ray's Grill and Steakhouse* offers the most **succulent** steaks which are seasoned to perfection – not like the dry, bland meat other places serve.
6. If you get lost wandering the town's cobbled side-streets, follow the **distinctive** smell of freshly caught fish and you'll find yourself at the little harbour.
7. Although we had a large breakfast at the hotel, after a couple of hours I felt a little **peckish**.
8. After working for hours in the sun, the workers sought some shade and water as they were **parched**.
9. Oh, no, thank you, I couldn't possibly eat any more – I'm **stuffed**!
10. By the time we had climbed up the mountain I was **famished**, but all we had brought with us were a few cereal bars.



B. Complete the pairs of sentences with a word/phrase from the box. In each pair, the missing word/phrase is used metaphorically in the second sentence. What do you think the metaphors mean?

bread and butter		digest
half-baked	bitterness	honey
peanuts	raw	sour

1. • _____ are used to make a tasty salty spread for bread.
   • That company pays its employees _____, so my cousin is looking for another job.
2. • You can't expect your body to _____ food properly when you eat so fast.
   • Why don't you take some time to _____ the information you've been given before deciding what to do next?
3. • A great dessert you'll find on Greek islands is thick creamy yoghurt with _____ and walnuts.
   • Tom moved to the USA but soon discovered that it was not the land of milk and _____ he had expected.
4. • I usually have a very light breakfast – some _____ and a cup of coffee and I'm off to work.
   • Although I studied architecture, telemarketing is my _____ at the moment.
5. • Some of the satisfying contrasts in food are the sweet and _____ combinations found in Asian dishes.
   • The wedding was going well until Sandra slipped and broke her wrist, so the night ended on a _____ note.
6. • It's a good idea to take the biscuits out of the oven when they're _____, turn them over and put them back in.
   • By no means should we trust a _____ plan that was formed in less than a day for such a dangerous situation.
7. • Don't you think it'd be better if you ate the carrots _____ instead of boiled?
   • A quick look at the _____ data suggests that our theory was incorrect, but we will have to further analyse the information.
8. • Add more sugar to the mix if you want to reduce the _____ of the dark chocolate.
   • The rejection of Mark's application for promotion intensified the sense of _____ he had been feeling lately in the company.

C. Read the sentences and complete with the correct prepositions.

off for in out over on down

1. It's not advisable to go swimming _____ a full stomach; you should wait a while before diving into the sea.
2. When I had a craving _____ something sweet, Cassie reminded me of the strawberry cheesecake and the chocolate cake left _____ from the previous day. I chose to have the latter, because I was in the mood for something chocolatey.
3. I really must cut _____ on all the fast food I've been consuming recently. All this eating _____ has meant that I've started to pile on the pounds.
4. When oranges are _____ season, I tend to have freshly squeezed juice instead of coffee in the morning.
5. Unfortunately, the cream had gone _____, so I had to use milk in the mashed potatoes. Can you tell the difference?

of on in at up off out

6. When I was younger, I was such a fussy eater with vegetables that I would pick _____ them for hours. Now I seem to polish them _____ in no time.
7. I'm still not particularly hungry. Maybe a long walk along the river bank will help me to work _____ an appetite.
8. The doctor advised me to cut _____ salt from my diet for a while to lower my blood pressure.
9. I highly recommend the steak at this restaurant. It's always been the most popular dish _____ the menu for the simple reason that it almost melts _____ your mouth.
10. Even though it's considered a luxury food product, I really don't like caviar; I guess it's a matter _____ taste.

to down in up on

11. A diet rich _____ vitamins and minerals is considered crucial for optimal health.
12. I really shouldn't have gulped _____ that fizzy drink; I have stomach ache now.
13. **A:** More coffee, anyone?
    B: Yes, please. Could you top mine _____?
14. My brother is crazy about noodles; he practically lives _____ them.
15. Our mother very kindly treated us _____ tickets to the Great British Food Festival. It was an amazing experience!

Grammar Past Tenses, used to, would, was/were going to

A. Read the examples below. What's the difference in meaning?

1. The waiter **took** our order when Ted arrived at the restaurant.
2. The waiter **was taking** our order when Ted arrived at the restaurant.
3. The waiter **had taken** our order when Ted arrived at the restaurant.
4. The waiter **had been taking** our order when Ted arrived at the restaurant.

B. Read the examples and match them with what they refer to (a-d).

1. There **used to be** a reality cooking programme on TV that I watched every day after work. ☐
2. Whenever it was cold outside, Heather **would sit** by the fireplace and drink hot chocolate. ☐
3. We were sure that George **would become** a chef. ☐
4. Brian and I **were going to visit** a new gourmet restaurant, but he called and cancelled. ☐

a. an action which someone intended to do but finally didn't
b. a permanent past state
c. typical behaviour in the past
d. a past expectation

C. Read the sentences. Tick the correct ones and correct the mistakes in the incorrect ones.

1. Elaine smelt of fried fish because she had fried salmon all morning.
2. Paul didn't have time to clean up because his guests were about to arrive.
3. Kelly hadn't joined us for dinner because she had a sandwich earlier and wasn't hungry.
4. I was thinking about what I was going to do when my best friend called and asked me to lunch.
5. When Freddie was unemployed, he was coming round my house every day to hang out.
6. They opened up a new pizza restaurant on the exact spot where the old one would be.
7. I looked around the kitchen for my recipe book when I remembered I had lent it to Josy.
8. Ted had first played football for a local team; then he got noticed by a scout from a premier league club.
9. After a while, I'm used to Tina's accent and could understand her perfectly well.
10. I wondered if you could help me in the kitchen.

Grammar

D. Complete the blanks with the Past Simple, the Past Progressive, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

Last month, Amy, an old friend from uni, 1 _____ (call) me right out of the blue. We 2 _____ (not speak) for years, but we 3 _____ (chat) away for hours. In the end, we 4 _____ (decide) to get in touch with another friend of ours and meet up. I 5 _____ (suggest) having a dinner party at my flat the following Friday.

After giving it some thought, I 6 _____ (choose) to cook a Moroccan lamb and chickpea soup I 7 _____ (read) about on my favourite food blog. So I 8 _____ (spend) Friday afternoon searching for the best ingredients at all the ethnic food shops in the city centre. When I 9 _____ (arrive) back home, it was 6 p.m. and my feet 10 _____ (ache). After all, I 11 _____ (walk) around town all afternoon! However, I 12 _____ (not have) time to rest. I 13 _____ (have) a meal to prepare.

Two hours later, I finally 14 _____ (sit) down to relax. I 15 _____ (prepare) the soup, I 16 _____ (make) two salads and was about to start making the dessert. Everything 17 _____ (go) smoothly until I 18 _____ (remember) something – something which I 19 _____ (not think) of and 20 _____ (make) me want to scream. My friends were vegetarians! All that effort gone to waste? Suddenly, I 21 _____ (think)... 'What if I just don't tell them?'

While we 22 _____ (sit) around the table half an hour later, my friends 23 _____ (ask) me what they 24 _____ (eat). 'Moroccan chickpea soup,' I 25 _____ (reply). 'Nice,' said Amy. 'Reminds me of back at uni when we used to be vegetarians.'

It 26 _____ (turn) out they did eat meat, so I was able to tell them the truth. We 27 _____ (laugh) about it, and 28 _____ (enjoy) the evening very much.

E. Discuss.

Describe a funny/unique/strange experience you had in the past (e.g. while dining out, travelling).

F. Read the text below and think of the word which best fits each gap. Use only one word in each gap.

When summer arrives, so does the craving 1 _____ ice cream. The exact origin of ice cream is unknown, although it most likely started its life as an iced beverage produced by ancient societies. 2 _____ of the earliest recipes for ice cream is thought to have emerged in China around 200 BCE. This included two basic ingredients, milk and rice. Once these ingredients 3 _____ been combined and transformed into an ice cream-like substance, the mixture was placed in ice and salt to freeze. Little did the Chinese know that ice cream 4 _____ become so popular throughout the world. Centuries later, there is a seemingly endless range 5 _____ flavours which most people find irresistible.

It was 6 _____ until the 1700s that ice cream consumption started to take off in England, when the first recipe appeared in print. However, ice cream remained a luxury, as making it was quite difficult. Ice, which was cut from lakes in winter, 7 _____ to be stored in holes in the ground or in special brick ice-houses for use in the summer. Therefore, it was only 8 _____ refrigeration systems were invented that ice cream became widely available to the masses.

Listening 1

A. Look at the pictures and discuss.

- Which of these herbs and spices are used to season food in your country?
- In which dishes are they used?

B. Read the rubric of the listening activity in the green box. Before you listen, read the incomplete sentences 1-8 and answer questions a-e.

a. Who is the speaker?
b. What is he speaking about?
c. What do you think you are going to hear about the topic?
d. What type of words do you think are missing from the gaps (nouns, adjectives, etc.)?
e. Which of the nouns do you think will be singular and which plural?

You will hear a chef called George Mason giving a talk about the use of salt in cooking. For questions 1-8, complete the sentences with a word or short phrase.

1. According to George, using salt proficiently is a chef's most powerful _____.
2. George tries to clarify a misunderstanding of the _____ given by health organisations regarding salt consumption.
3. Consuming too much salt may cause _____.
4. George refers to the health benefits of the addition of _____ to salt.
5. George explains that the _____ of food become more intense when salt is added.
6. George mentions chocolate, coffee and leafy greens as examples of foods that have their _____ weakened by salt.
7. Salt releases the aromas in food because of the _____ that take place when it comes into contact with different ingredients.
8. George suggests that knowledgeable chefs consider that _____ involves frequent tasting.

C. Read sentence 1 in the green box again, listen to the beginning of the talk and do the activities that follow.

a. What is the answer that completes the gap?
b. Look at part of the transcript given below and determine which words could have distracted you from answering correctly.

On the three-month course I teach for amateur cooks, students often feel intimidated, especially in the beginning. 'How am I going to learn to recognise all the herbs, chef?' they'll ask, or *'Which seasoning goes with which meat?'* or *'How will I remember what each spice does?'* What home cooks don't realise, though, is that a chef's greatest weapon *is not his extensive knowledge of ingredients, but his mastery of one... salt.*

D. Read TIP 4 in the Listening Reference which provides information about sentence completion. Then listen to the talk and complete sentences 2-8 in the green box.

E. Discuss.

- How much salt do you use in food?
- What did you learn about salt from the activity? Will this information influence the way you use it?

3b

Listening 2

A. Listen and complete the sentences below. Notice the missing words. They are called *homophones*. What do you notice about them?

1. I want everybody to _____ their name in the top _____ -hand corner of the page.
2. The nurse told the _____ to wait in their rooms and to have _____ until the doctor arrived.
3. In _____ to that, the second _____ of our book is coming out this summer.

B. Read the note. Can you give examples of other words like this?

Homophones are words that are pronounced in the same way but differ in meaning and often differ in spelling. In order not to get confused when hearing people speak, use the context to help you understand the meaning of the word.
eight - ate board - bored week - weak

C. Listen to two dialogues and choose the answer (a, b or c) which is true based upon what you hear. Which homophones were used in each of the dialogues?

Dialogue 1

a. She wants him to get pears.
b. He is going to buy apples and gloves.
c. He forgot to get apples and pears.

Dialogue 2

a. Samantha can't meet them at the restaurant.
b. He is excited about going to the restaurant.
c. Samantha is a vegetarian.

D. In natural spoken language, it is common for native speakers to connect words together or to leave sounds out. This is known as *connected speech* or *reduced forms*. Listen and write down what you hear without contractions.

1. _____
2. _____
3. _____
4. _____

E. Read TIP 5 in the Listening Reference. Then listen to 8 short conversations. From the three answer choices, select the answer which means about the same thing as what you hear, or is true based upon what you hear.

1. **a.** She doesn't like the pie.
   b. She is going to order a different dessert.
   c. She is going to eat the pie.
2. **a.** She doesn't want to drink coffee.
   b. She needs coffee to stay awake.
   c. They are both going to order coffee.
3. **a.** He is going to try the dessert.
   b. He's going to go on a diet.
   c. She doesn't want to share her food.
4. **a.** They didn't enjoy their neighbour's cooking.
   b. He wishes he could change his plans.
   c. They are looking forward to going to the dinner party.
5. **a.** He thinks she is playing a trick on him.
   b. He doesn't want to try the food combination.
   c. He prefers not to pay for pineapple and blue cheese.
6. **a.** She is looking forward to having dinner with him.
   b. He is inviting her to go out to dinner.
   c. She is unable to attend dinner.
7. **a.** She has to work tonight.
   b. She doesn't mind dining out tonight.
   c. She's tired and prefers to stay home.
8. **a.** He wants a small meal.
   b. His choice is not available.
   c. He doesn't eat vegetables.

F. Read the note and the questions/statements 1-8 and figure out what the actual question being asked is.

When a question is asked, it can be direct and straightforward.
What time does the lecture start?
Quite often, however, the actual question is enclosed in a longer statement or question.
Could you please inform me what time the lecture starts?

1. Once you leave for work, how long will it take you to get there?
2. I have invitations to a food exhibition and I was wondering whether you'd like to accompany me.
3. What do you think made Ellen react that way?
4. I suppose we can't leave the seminar earlier.
5. If you have time, I'd like some help with the preparations for the event.
6. Is there any way to know what the meeting is going to be about?
7. You told Brian we're going to the Italian restaurant, didn't you?
8. I think I'm missing some ingredients for this recipe, so can you check?

G. Read TIP 6 in the Listening Reference. Then listen to 10 questions/statements. From the three answer choices, choose the best response.

1. **a.** Yes, it tastes a little bland.
   b. Sorry, it's too spicy.
   c. No, I didn't add much olive oil.
2. **a.** I'm not so sure about that.
   b. No, that's all.
   c. No ice, thank you.
3. **a.** Samantha informed me.
   b. I didn't enjoy it much.
   c. I'm sorry I missed it.
4. **a.** I enjoyed every last morsel.
   b. I had them this morning.
   c. They look mouth-watering.
5. **a.** Yes, I care about my diet.
   b. Could I have some more soup?
   c. No, I'm good.
6. **a.** Yeah, they're not hungry.
   b. I suppose so.
   c. I'd rather you didn't.
7. **a.** I've had better.
   b. Sure, I'd love some.
   c. Sorry, there's none left.
8. **a.** Because I'm hungry.
   b. I didn't bring you any.
   c. I spilt the soup I had brought.
9. **a.** Yes, it was pretty amusing.
   b. It might have gone bad.
   c. I'm not sure what kind it was.
10. **a.** I suppose I didn't.
    b. I like it sweet.
    c. I've cut it out of my diet.

Vocabulary

A. The expressions in bold below are mostly used in spoken English and were heard in the listening activities. Match them with their meanings.

1. **No wonder** you haven't touched it. ☐
2. **I don't buy it.** ☐
3. We're still **on for** tomorrow, right? ☐
4. I'll have to **take a rain check on that.** ☐
5. **Would you care for something?** ☐
6. **How come** you're only having a sandwich? ☐

a. to want to do sth that has been suggested
b. used when asking why
c. used when you cannot accept an invitation to do sth, but would like to do it in the future
d. used to show that sb is not surprised
e. used to ask sb if they would like sth in a polite way
f. used when showing disbelief

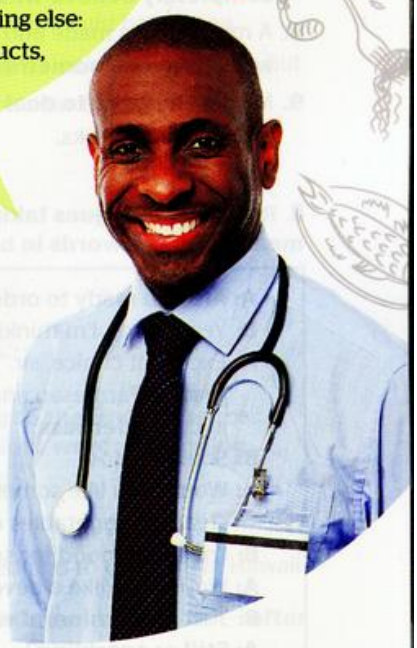
7. **Be my guest.** ☐
8. She **went all out** last time. ☐
9. **I'm beat.** ☐
10. I still had **tons of** work when I left. ☐
11. I decided to **call it a day.** ☐
12. I **was sick and tired of** eating the same stuff. ☐

g. to be exhausted
h. to put a lot of energy and effort into doing sth
i. to be bored or angry with a situation that has been going on for a while
j. a great deal of
k. to stop doing sth, especially working
l. a polite way to reply positively to sb's request

B. Read the text about food-related health issues and match the words in bold with their meanings.

A food allergy is a reaction of the **immune system** after eating a certain food, and may sometimes be life-threatening. Even a tiny amount of the food is enough for someone to exhibit acute symptoms on the skin, the gastrointestinal system or the **respiratory** system, and have difficulty swallowing or breathing. In some cases, the person suffering will have to take medication to **alleviate** the symptoms and in others will have to rush to hospital to receive an **injection**.

On the other hand, a food **intolerance** occurs when someone has a certain enzyme **deficiency** and so the body cannot digest a food substance properly. The most common intolerances are to gluten (found in grains) and lactose (found in dairy products). A person does not need to completely **abstain** from eating this substance, but they do have to limit their **intake** to small amounts taken less frequently if they do not wish to **aggravate** their digestive symptoms. The safest course of action is to **substitute** the substances with something else: for example, wheat with rice products, or dairy products with soya.



1. relating to breathing: _____
2. to use a person or thing instead of another: _____
3. the act of inserting liquid medicine into the body with the use of a needle: _____
4. the system that protects our body against diseases and infections: _____
5. to avoid doing sth because you think it is bad for you: _____
6. sensitivity to a substance: _____
7. to make a bad situation worse: _____
8. to make sth less severe: _____
9. the amount of food that you take into your body: _____
10. the state of not having enough of sth that is needed: _____

3b

Vocabulary

C. Replace the phrases in bold in sentences 1-9 with an idiom from the box.

food for thought | it's no use crying over spilt milk | on his plate | on a silver platter | selling like hot cakes | sweet tooth | take what he says with a pinch of salt | the icing on the cake | to stew in his own juice

1. I always crave something sugary after 3 p.m. when my energy levels fall, and my **liking for sweets** doesn't help much.
2. After he saw what a stupid thing he had done, we left him **alone to worry about the results of his actions** for a while before talking to him about it.
3. His app is **being bought by many people**, so he'll be able to fund his new project himself.
4. We would like to thank the council members for their suggestions – they gave us a lot of **things to seriously consider**.
5. She'll never take responsibility for her own life if you hand her everything **without her needing to work or put in any effort**.
6. Susie was thrilled when she learnt she had passed her university entry exam; seeing how highly she scored was **something that made the good situation even better**.
7. Mark is known for exaggerating his accomplishments, so you should **not completely believe what he says**.
8. A mistake was made and we'll find a way to fix it – **there's no point worrying over something that has already happened**.
9. Michael has a lot **to deal with** this week so it'd be best if we didn't assign him any more tasks.

D. Read the dialogues taking place in a restaurant and try to work out the meaning of the words in bold.

1. **A:** Are you ready to order?
B: Yes, please. I'm thinking of having the **lamb chops**.
A: Excellent choice, sir. They are **coated** with a **crust** of breadcrumbs, **grated** Parmesan and **chopped** fresh mint, and are grilled to perfectly juicy **tenderness**.
B: Sounds good.
A: Would you like something to go with that? We offer a **side dish** of steamed vegetables or spiced basmati rice.
B: I'm in the mood for something flavourful so the spiced rice will be nice.
A: Would you like a beverage with your meal?
B: Just some **mineral water**, please.
A: **Still** or **sparkling**?
B: Still, please.
A: Is that all?
B: Yes.

2. **A:** Excuse me, Miss. This isn't what I ordered.
B: What seems to be the problem?
A: Well, I asked for a **well-done** steak and this one is not just undercooked, it's **rare**!
B: I'm awfully sorry. I'll be right back with the correct dish. Can we offer you a **complimentary** dessert for your inconvenience?
A: I suppose so. What would you recommend?
B: There's apple pie with caramel **topping** or cheesecake with a strawberry glaze.
A: I think I'll **indulge in** some cheesecake, even though I'm on a diet.

Grammar Passive Voice

A. Look at the examples and answer the questions.

- All the ingredients **were carefully selected** by our top chefs to provide you with a healthy and delicious dish.
- Dinner **will be served** at 8 o'clock sharp so don't be late.
- Pumpkins **are commonly mistaken** for vegetables, when in fact they are fruit.
- The oven **must be repaired** by the end of the day.
- Be patient! The meal **is being prepared**.

1. What is emphasised in the passive voice?
2. How is the passive voice formed?
3. How can the above sentences be converted into the active voice?

B. Why is the passive voice used in the following examples? Match the sentences 1-5 with the expressed purpose a-e. Can you think of any other examples in which the passive voice would be appropriate?

1. My motorbike was stolen. ☐
2. The Annual Financial Meeting will be held in Conference Room B on Thursday. ☐
3. You know, Barry was arrested for shoplifting. ☐
4. A few mistakes were made, but we are working on correcting them as soon as possible. ☐
5. The mixer should be unplugged before cleaning. ☐

a. to be vague about who is responsible
b. the agent is unknown
c. instructions
d. the agent is easy to figure out
e. formal statement

C. Look at the sentences below and rewrite them in the active voice starting with the words given. Then answer the questions.

1. The children aren't allowed to play outside after dark.

   We don't _____

   Which verb apart from *allow* can be used in the active voice?
   How does it differ from *allow*?
   Does this verb have a passive form?

2. Kevin was seen to leave the building at around 8 p.m.

   They saw _____

   How does the verb form that appears after the verb *see* change in the active and passive voice?

3. All participants were given a certificate of attendance when the seminar was over.

   The organisers _____

   What is emphasised in the sentence in the passive voice?
   How would the sentence change if we wanted to emphasise *a certificate of attendance* instead?

4. Children love being taken to the amusement park.

   Children love it when you _____

   Which of the two sentences is more formal?

5. Dark chocolate is believed to be healthier than milk chocolate.

   Experts believe _____

   Which chocolate is healthier?
   Who says so?
   Rewrite the sentence in the passive voice beginning with the word *it*.
   It _____

D. Read the sentences and correct the mistakes. There may be sentences with no mistakes.

1. The house needs cleaned before all the guests arrive.
2. Salt started to use in the preservation of food in ancient times.
3. Despite being to be built decades ago, the restaurant looked brand new when it was renovated.
4. She didn't expect to be invited to Julia's wedding.
5. Liquid water appears to have found on Mars by scientists.
6. The paper should be handed in by Friday.
7. This salad is made by olive oil, lettuce, eggs and peppers.
8. The living room could have been redecorating to look more modern, but we didn't consider it necessary.

E. Read the sentences and complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. They say Barns sold every restaurant he ever owned and now lives in Hawaii. **is**

   Barns _____ every restaurant he ever owned and to be living in Hawaii.

2. The waiter had served everyone else's main course a good twenty minutes before he brought mine. **after**

   My main course arrived a good twenty minutes _____ served theirs.

3. I want to ask him who's going to write the last episode of the series since the current writer has quit. **be**

   I want to ask him who the last episode of the series _____ since the current writer has quit.

4. I will have chopped all the vegetables before you're ready to start making the Chinese stir-fry. **time**

   The vegetables _____ you're ready to start making the Chinese stir-fry.

5. It is possible to use yoghurt instead of sour cream in this recipe. **substituted**

   Sour cream _____ yoghurt in this recipe.

6. In the case of a blood sugar test, you must not eat anything for eight hours prior to the test. **consumed**

   In the case of a blood sugar test, _____ for eight hours prior to the test.

3b

Speaking

A. Discuss.

- Do you enjoy having lunch/dinner with family/friends or do you prefer eating alone?
- How is eating a social event?

B. Look at the pictures and answer the questions.

- How important is food in these social contexts?
- Which situations are more familiar to you?

C. Listen to a teacher giving instructions and to two students doing a speaking activity involving these pictures. Then answer the questions.

1. How many photos does the teacher choose? Which ones?
2. What are the students instructed to do?
3. What kind of points do the students make about the pictures?
4. Do you think the students were successful in doing the task? Why? / Why not?

D. When an activity requires you to discuss something in pairs, turn-taking is an important element of the interaction. Below is a list of things to avoid when speaking in pairs. Read the list and then listen to two students doing a speaking activity concerning pictures E and F. Which of the following does the male speaker do?

- dominate the conversation
- talk over the other speaker
- impolitely interrupt the other speaker
- not respond to a question/remark or appear not to have been listening
- not ask for the other speaker's opinion

E. In pairs, look at pictures B and C and talk together for approximately 1 minute about the kind of situations these pictures suggest. Remember what to avoid doing when taking turns (see list above) and make sure you use phrases from the tables below. You could have another pair monitor you and tick the phrases you use.

Interrupting politely
Before you continue, there's something I would like to say...
Can/Could I (just) say something (here)?
I would like to make a point here...
Do you mind if I jump in here?
Can/Could/May I interrupt you (for a minute/moment/second)?
Excuse me / Sorry for interrupting, but...
I hate to interrupt, but...
If I can/could/may/might (just) interrupt you (for a minute/moment/second), I'd like to...

Continuing what you were going to say
Anyway,...
Now, where was I? / What was I saying? / Where were we?
As I was saying,...
Carrying on from where I left off,...
Shall I carry on?

Inviting the other speaker to speak
I'd be interested to hear your views on that.
What do you think about...?
But that's enough from me.
Do/Did you want to add anything?
Don't you think (so)?
How do you feel about...?
What's your take/position on...?

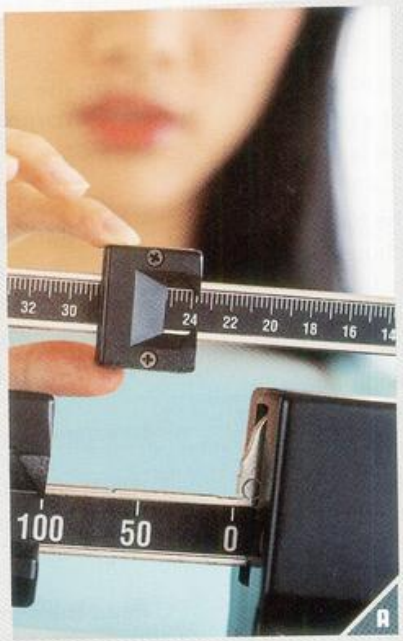
Showing you are actively listening
Uh-huh...
Oh, I see.
Right.
Go on.
That's interesting.

F. Work in pairs. Read TIP 3 in the Speaking Reference and do the following tasks. You can use some of the words/ phrases in the boxes.

1

Look at pictures **B** and **D** and talk together for approximately 1 minute about which aspect of health they focus on.

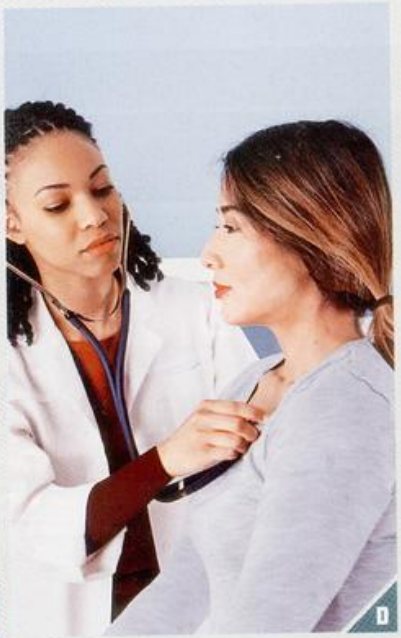
- physical fitness
- keep fit
- get into shape
- aerobic exercise
- improve endurance
- reduce stress
- strengthen heart
- build muscles / strong bones
- overall health
- feeling of well-being
- lead healthy lifestyle
- regular/annual medical check-up
- prevention is better than cure
- detect potential problems
- maintain wellness
- updated medical record
- give sb a clean bill of health
- family history



2

Look at pictures **C** and **F** and talk together for approximately 1 minute about the effects these activities have on your health.

- key part of good health
- boost mood
- revitalise
- sleep deprivation
- suffer from sleep disorders
- insomnia
- lack of concentration
- decreased alertness
- a good night's sleep
- improve productivity / quality of life
- soothing massage
- relaxation techniques
- cope with stress/ anxiety
- relieve tension
- reduce muscle pain
- physiotherapy
- treatment for injuries
- complement standard treatments



3

Look at pictures **A** and **E** and talk together for approximately 1 minute about which issue concerns people of your age.

- preoccupied with appearance
- healthy body image
- good self-esteem
- be overweight
- weight loss
- watch one's figure
- put on / gain / lose weight
- go on a (crash) diet
- count calories
- nutrition
- balanced diet
- unhealthy diet
- bad/good eating habits
- eating disorders
- junk/organic food
- binge eating
- vegetarian/vegan
- eat sensibly
- skip meals
- snacking

Writing A review

A. Discuss.

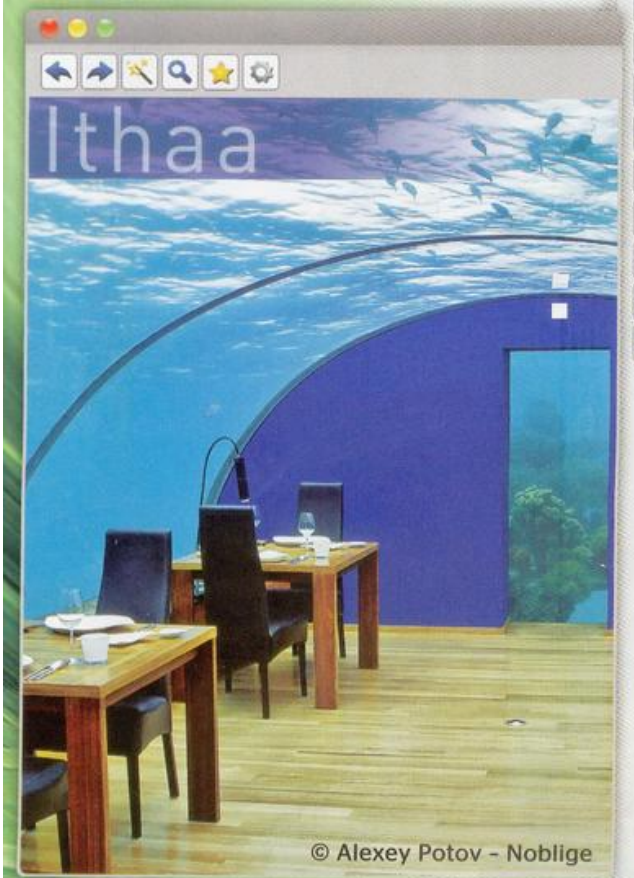
- Have you ever been to or heard of a restaurant or café that is unusual? If yes, what is so special about this restaurant or café?
- If given a choice to dine at one of the following restaurants, which one would you choose and why?
  - a restaurant built at the foot of a waterfall (Philippines)
  - a floating seafood restaurant (Sweden)
  - an underground restaurant built in a 115-year-old mine (Finland)
  - a cardboard restaurant where everything including the chairs and tables are made of cardboard (Taiwan)
  - an ice restaurant that melts in spring and is rebuilt in winter (Finland)
  - a restaurant that serves food in the dark (France)

B. Read the writing task below and underline the key words/phrases. Then answer the questions that follow.

An international magazine has invited readers to contribute to a series of reviews entitled 'Exotic Dining' for its next issue. Write a review in which you describe an exotic restaurant and your dining experience there.

1. What are you required to write?
2. What information are you required to include?

C. Read the sample review for the writing task above and complete the tasks on the next page.



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Taking the Plunge

I had heard about the Ithaa Undersea Restaurant years before I actually got a chance to dine there. That's because Ithaa is situated on Rangali Island in the Maldives. A friend of mine had been raving about her unique dining experience there for months after holidaying in the Maldives. Being fortunate enough to go there on holiday myself last April, I decided to pop in and see what had caused all the excitement and, not surprisingly, it lived up to my expectations.

Ithaa sits comfortably five metres below sea level. To get there, you have to walk across a jetty, enter a thatched pavilion and go down a long, winding, wooden staircase. Once inside, you will undoubtedly be left speechless by the breathtaking view. That's because the restaurant is shaped like a round tube and is made from a transparent material similar to glass. This gives you a 180-degree view of the crystal-clear, turquoise water and spectacular coral gardens that surround you. Can you think of anything better than dining in comfort and style, in the middle of an ocean filled with rays, sharks and colourful tropical fish?

Ithaa serves dishes that combine contemporary European and exotic Maldivian flavours. I turned up for dinner, but had to settle for lunch the next day because I had neglected to book a table. Lunch consisted of a four-course meal, which was light, yet adequate. I thoroughly enjoyed the chef's mouth-watering speciality of fresh grilled reef fish and lemon mashed potato. In addition, the service was first class. On the downside, although I ordered the set menu, the bill was rather high.

In a nutshell, if in the Maldives, make a point of dining at Ithaa. It is definitely an experience you do not wish to miss out on! Despite being on the expensive side, the stunning view and exceptional service and food make it worth the while. Don't forget, however, to make a reservation well in advance as the establishment is very popular and has a small seating capacity.

1. Read each of the four paragraphs in the review carefully. Which paragraph(s) do the following statements correspond to?

In this paragraph the writer:

a. states his/her overall opinion.

b. briefly refers to the service.

c. states what type of food is on offer and comments on it.

d. refers to the location of the restaurant.

e. talks about the decor.

f. makes a recommendation and suggests a particular course of action.

g. mentions why he/she decided to dine at this particular establishment.

2. Find the adjectives the writer uses in the review to describe the nouns below.

1. _____ experience (para. 1)
2. _____ view (para. 2 and 4)
3. _____ water (para. 2)
4. _____ coral gardens (para. 2)
5. _____ fish (para. 2 and 3)
6. _____ meal (para. 3)
7. _____ speciality (para. 3)
8. _____ service (para. 3 and 4)

When writing a review, you should try to make it interesting and vivid. Use lively, colourful and descriptive language (e.g. a variety of adjectives, phrases, expressions, idioms) that can help the reader create a mental picture of the place you are describing.

D. Look at the sets of adjectives below and circle the one in each set that does not collocate with the noun in bold. Then decide which adjectives have a negative meaning.

1. pleasant / noisy / clean / friendly / hospitable / picturesque / slow **environment**
2. traditional / Mexican / tasty / crowded / gourmet / fancy / self-service / seafood **restaurant**
3. fresh / high-quality / organic / exotic / excellent / bland / good-looking **ingredients**
4. varied / pleasant / three-course / vegetarian / traditional / lunch / set **menu**
5. generous / large / effective / tiny / overpriced / substantial / individual **portions**
6. excellent / bad / well-earned / established / crystal-clear / growing / enviable **reputation**
7. ethnic / overspiced / appetising / appealing / tasteless / four-course / fresh **food**
8. cosy / informal / pleasant / delicious / welcoming / lively / stuffy / relaxed **atmosphere**
9. efficient / excellent / first-class / quality / slow / professional / friendly / breathtaking **service**
10. available / isolated / ideal / central / convenient / beautiful / unique **location**

E. Complete the sentences below with a suitable adjective from activity D.

1. The restaurant was so _____ that we couldn't find an empty table.
2. Although the portions were substantial in size, I still considered them _____.
3. The restaurant is situated in the city centre, which makes the location very _____ and easy to access.
4. The _____ menu ensures that there is something for everyone, regardless of one's food preferences.
5. The ingredients are _____ because they are picked from the restaurant's garden a little before being cooked.
6. The restaurant developed a(n) _____ reputation after several customers got food poisoning.

Writing

F. Below are phrases/expressions that can be used in a review of a restaurant/café. Complete them with the words in the box.

mouth more bite taste buds taste

art choice level appetite flavour

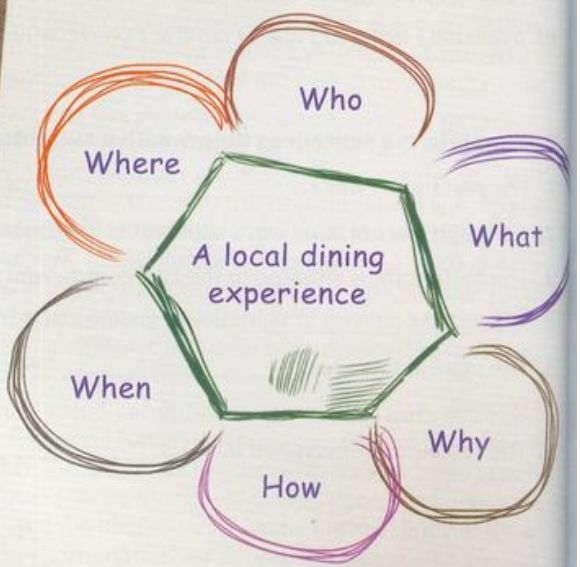
1. As I entered the restaurant, the smell made my _____ water.
2. The meal was absolutely delicious! I took my time and savoured every _____.
3. It's a dish that will leave you wanting _____.
4. They have common dishes with a twist, bound to satisfy the most demanding _____.
5. Before visiting this tea house, I didn't particularly like herbal tea, but I have now acquired a _____ for it.
6. The chef takes desserts to the next _____.
7. Don't miss the vegetarian dish, which is packed with _____.
8. The chef transforms simple recipes into works of _____.
9. The starters will whet your _____ for more.
10. With such a large variety of dishes and all of them good, you'll be spoilt for _____.

G. Read the writing task below and underline the key words/phrases. Then do the two tasks that follow to help you generate ideas.

A local magazine has invited readers to contribute to a series of reviews entitled 'Local Dining Experiences' for its next issue. Write a review in which you describe a restaurant in your area and your dining experience there.

1.

Imagine that a friend of yours has recently been to a local restaurant that you are thinking of going to. What kind of questions would you ask to find out about his/her dining experience? Using the question words in the diagram on the right, come up with as many questions as possible. The questions should cover various aspects of the restaurant that could be of interest.



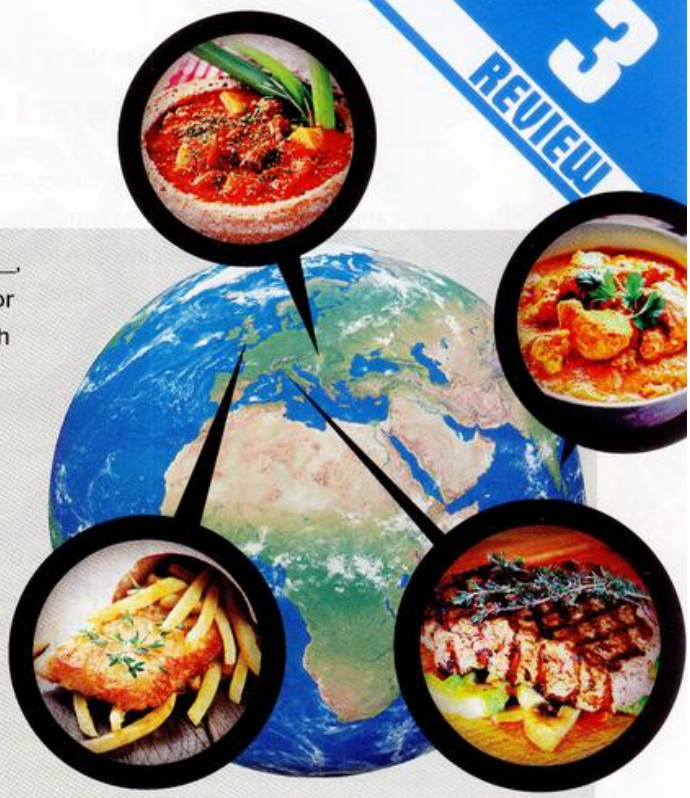
2.

After you have come up with the questions, choose those that you consider most suitable and answer them to come up with the details of your review.

H. Refer to the Writing Reference (plan and TIP). Then use the ideas from the activities above to write the review described in activity G (280-320 words).

A. Read the text and choose a, b, c or d.

Let yourself be *curried* away



The reasons why people visit a foreign country are many and 1 ___, but it is usually to see the sights, relax a little and 2 ___ the local or national cuisine. This could possibly mean a 3 ___ bowl of goulash in Hungary, a 4 ___ Florentine steak in Italy, or simply a good old-fashioned portion of fish 'n' chips in England. Except that, while very English, fish and chips is not the most popular dish. Curry is, in its many forms. Over the past few decades, Asian food has slowly but gradually made its 5 ___ to restaurants, supermarkets and homes all over the country. In fact, when it comes to exotic Asian dishes in England, one is spoilt for 6 ___, but by far the most ubiquitous of these is Chicken Tikka Masala, a flavourful delight that is 7 ___ with exotic spices and cream or yoghurt. What is surprising is that it was not 8 ___ from Asia, but invented in a restaurant somewhere in the UK, most probably by a Bangladeshi chef.

1.	**a.** broad	**b.** crucial	**c.** varied	**d.** intense
2.	**a.** indulge in	**b.** pick at	**c.** live on	**d.** polish off
3.	**a.** hospitable	**b.** beneficial	**c.** complimentary	**d.** nourishing
4.	**a.** refreshing	**b.** stuffy	**c.** succulent	**d.** ripe
5.	**a.** point	**b.** way	**c.** progress	**d.** move
6.	**a.** options	**b.** variety	**c.** choice	**d.** selection
7.	**a.** salted	**b.** grated	**c.** glazed	**d.** seasoned
8.	**a.** carried	**b.** imported	**c.** delivered	**d.** transported

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between **three** and **eight** words, including the word given.

1. If you have a gastrointestinal disorder, it is a good idea to abstain from drinking coffee. **cut**
   Coffee should _____ your diet if you experience gastrointestinal problems.
2. The café is as popular as it is because the staff is so friendly. **popularity**
   The café _____ of its staff.
3. Fortunately, the doctor said that I was completely healthy. **bill**
   Lucky for me, I _____ by the doctor.
4. They are building the new restaurant very near the airport. **proximity**
   The new restaurant _____ to the airport.
5. He was so kind he didn't tell any of us off for interrupting his lecture with questions. **jumping**
   He was so kind that none _____ during his lecture with questions.
6. I'm still not entirely comfortable with students calling me Mrs Scott instead of Ms Jones. **used**
   I'm still trying to _____ Mrs Scott by my students instead of Ms Jones.

3 REVIEW

C. Complete the text with the correct form of the words in capitals.

The pearl of the land

It comes from the earth, as all vegetables do, yet it is not a vegetable and it cannot be cultivated, only found. It comes in two colours: black or white. Walk into any high-end delicatessen in Italy or France, and you will be greeted with its 1 _____ smell, the smell of the earth itself. It is the truffle, 2 _____ one of the finest ingredients to be sold or served in 3 _____ around the world. Those who experience it for the first time seem to agree that while it is not 4 _____ to look at – it resembles dirt, after all – its aroma makes it 5 _____. In recent years, 6 _____ of this smelly golf ball has grown and grown. Although for most of us it is no more than a(n) 7 _____ mushroom, costing a small fortune for every gram, many find they cannot deny themselves the pleasure when they see it as the 8 _____ on restaurant menus.

DISTINCT
DOUBT
ESTABLISH
APPETITE
RESIST
CONSUME
PRICE
SPECIAL

D. Choose a, b, c or d.

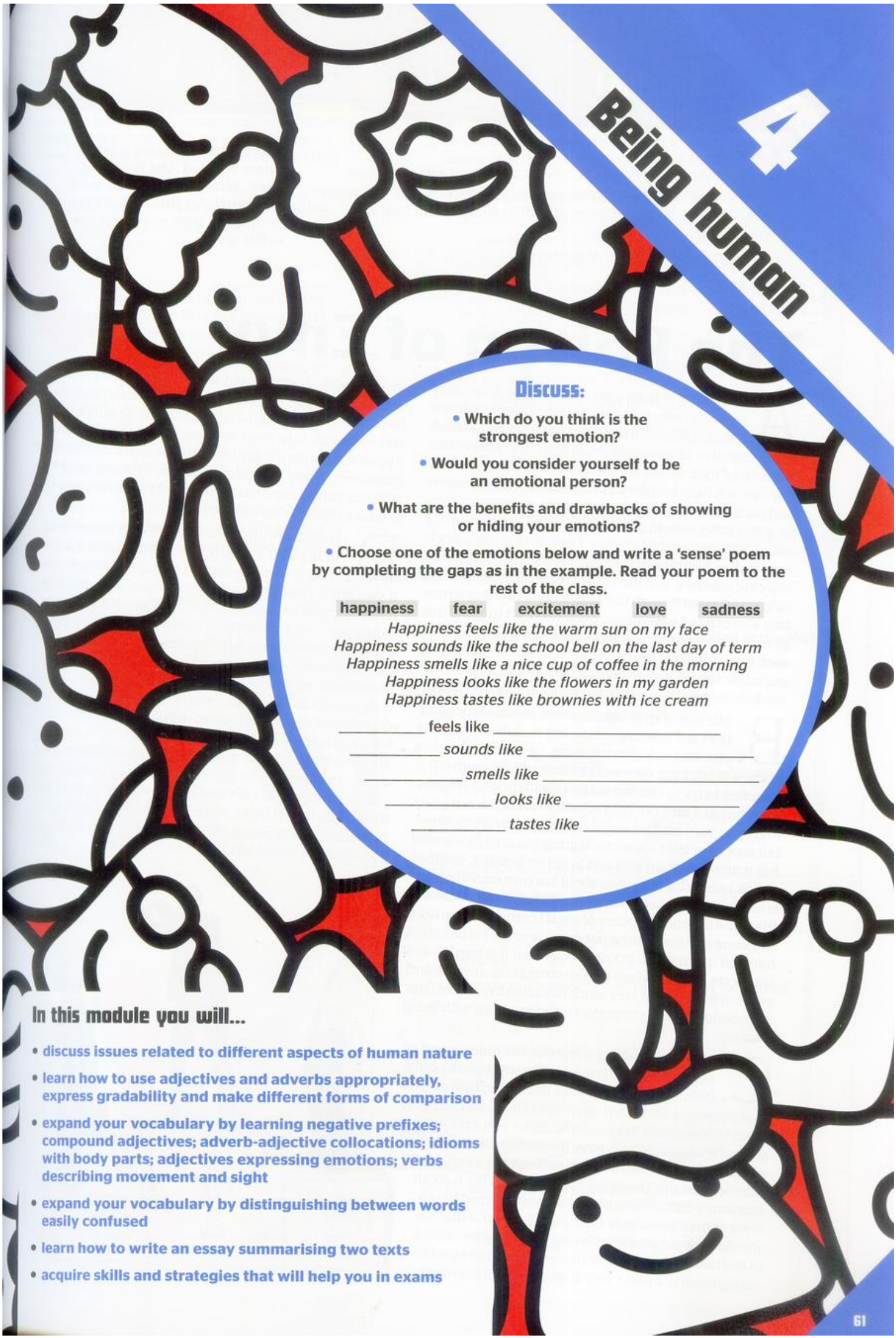
1. Last Friday, we went to a Thai restaurant that we ____ at before.
   a. have never been eaten **c.** hadn't eaten
   b. didn't eat **d.** hadn't been eaten
2. According to the clock, the chicken has been roasting in the oven ____.
   a. since nearly two hours **c.** nearly two hours ago
   b. for nearly two hours **d.** before nearly two hours
3. The salt seems ____ put in the sugar jar, which explains why your coffee tastes so unpleasant.
   a. having been **c.** it has been
   b. to have been **d.** to being
4. Maria, ____ a waitress herself, couldn't believe how slow the service was at the café.
   a. have been **c.** used to being
   b. who would be **d.** who was once
5. ____ be more than three thousand different types of bread made in Germany.
   a. It is said to **c.** Here it says to
   b. They are said to **d.** There are said to
6. We knew she ____ well in her exams, because we had seen her studying every day for hours in the library.
   a. will do **c.** will be doing
   b. would do **d.** would be doing
7. I like being independent, but also enjoy ____ when I'm not feeling well.
   a. being taken care of **c.** to be taken care of
   b. to take care **d.** been taking care
8. The dish must ____ from the oven when the rice has absorbed all the water.
   a. be removed **c.** be removing
   b. have been removed **d.** you remove it
9. **A:** Did you invite Betty to the barbecue?
   B: I ____ her but then I remembered that she's a vegetarian.
   a. would ask **c.** was going to ask
   b. was asking **d.** was being asked
10. She ____ for her cookbook.
    a. hopes they award **c.** hopes that it is awarded
    b. is hoping to award **d.** is hoping to be awarded

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to food and drink, cooking and health ☐
- use appropriate tenses to talk about past events and situations ☐
- use the passive voice to emphasise an action rather than the doer of the action ☐
- use topic-related vocabulary; adjectives; metaphors; prepositional phrases; idioms; colloquial expressions; noun collocations ☐
- write a review ☐



4 Being human

Discuss:

- Which do you think is the strongest emotion?
- Would you consider yourself to be an emotional person?
- What are the benefits and drawbacks of showing or hiding your emotions?
- Choose one of the emotions below and write a 'sense' poem by completing the gaps as in the example. Read your poem to the rest of the class.

happiness **fear** **excitement** **love** **sadness**

Happiness feels like the warm sun on my face
Happiness sounds like the school bell on the last day of term
Happiness smells like a nice cup of coffee in the morning
Happiness looks like the flowers in my garden
Happiness tastes like brownies with ice cream

_____ feels like _____
_____ *sounds like* _____
_____ *smells like* _____
_____ *looks like* _____
_____ *tastes like* _____

In this module you will...

- discuss issues related to different aspects of human nature
- learn how to use adjectives and adverbs appropriately, express gradability and make different forms of comparison
- expand your vocabulary by learning negative prefixes; compound adjectives; adverb-adjective collocations; idioms with body parts; adjectives expressing emotions; verbs describing movement and sight
- expand your vocabulary by distinguishing between words easily confused
- learn how to write an essay summarising two texts
- acquire skills and strategies that will help you in exams

Reading 1

A. Discuss.

- In English-speaking countries, envy is associated with the colour green; we say *green with envy, a green glow in one's eyes, the green-eyed monster*. Is envy associated with a colour in your culture?
- Why do people envy others?
- How can people stop envying others?

B. Read the magazine article below entitled 'The Poison of Envy'. Why has the writer used this particular title? What advice for dealing with envy does the writer give?

TODAY'S THEME IS....

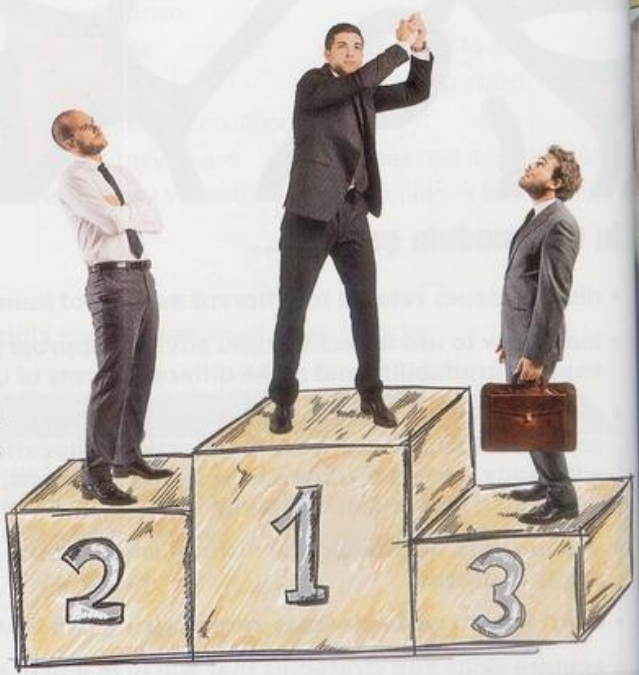
The Poison of Envy

A. Life is full of reminders of what we lack, and they usually come in the form of other people. There is always someone more successful, more talented, more attractive, or more advanced in meeting important 'milestones' than we are. We encounter these people every day – in fact, they are often our friends, family members and colleagues. Sometimes these encounters can leave us with a bitter taste in our mouths, or a green glow in our eyes – that familiar sting of envy. The first clue that envy is lurking may be irrational feelings of hostility towards the object of our envy. Just the sight of them might make your skin crawl, even though they have done nothing wrong that you can put your finger on. If we don't unravel this form of vague resentment and identify its green-coloured root, it can often get the better of us, seriously damaging our relationships. It also simply feels horrible. So what can we do to disarm the green-eyed monster when it strikes?

B. The first step in fighting envy is acknowledging that we are experiencing it. Admitting this can be very threatening, because it means acknowledging our own weaknesses and insecurity. It is tempting to try to counteract envy with pride. However, 'Sure, he has a nice car, but I'm better looking!' is not going to get you very far. This might console you in the moment, but sooner or later someone is going to come along who has a nicer car than you and is better looking. In other words, reassuring ourselves about our own enviable traits is unlikely to work as a long-term solution, and it maintains the same insecure process of social comparison where someone else needs to be put down in order for us to feel boosted up. Instead, acknowledge that it is hard to see someone do well when you're struggling, and remind yourself that you are very much not alone in your feelings of inadequacy. Being imperfect is synonymous with being human.

C. Although making someone the object of envy seems almost like a compliment, it can be quite dehumanising. It masks the full picture of who that person is and what their life is like, and reduces them to something very narrow. Have you ever envied someone who seemed to have the perfect life, only to find out later that they were in fact suffering in a very major way? We just don't have the opportunity to learn about someone's difficulties when we're overwhelmed by our envy of their seemingly charmed life. It's not that we should seek out others' suffering, searching for chinks in their armour, but rather that we should be open to seeing them in a fuller way, a way that will inevitably include both strengths and weaknesses, both joys and sorrows. Doing so will allow us to notice things we may have otherwise overlooked while being so self-centred and, as a result, to be there for them when they are in need. Appreciating a person in their fullness can also help us feel genuinely happy for their successes, a form of positive support called capitalisation that has been shown to promote relationship well-being.

D. Sometimes envy alerts us to things that we want in life that are potentially attainable if we're willing to make certain changes. For example, if you envy your productive colleague, you may find that you could be more productive yourself if you learnt to manage your time better. You may even be able to get a few tips from him or her – upward social comparison can be a source not only of motivation but also of useful information. In many situations, however, as the well-known saying goes, envy is simply counting the other fellow's blessings instead of your own. Counting our blessings is about refocusing on what is really important in life and on the sometimes intangible and invisible things we do possess that are less dependent on social comparisons – like a strong spirit, a diversity of life experiences, or just the simple fact of being alive. Whereas envy drains our happiness and saps our energy, appreciation can reveal abundance in places where we failed to look.



C. Read TIP 5 in the Reading Reference which provides information about multiple-matching tasks. Then locate the answer to question 1 below in section B of the text. How does this question paraphrase the text?

In which section does the writer mention

1. becoming self-aware by admitting vulnerability? [B]

D. Read question 2, paying attention to the highlighted words. To find the answer to this question, follow the steps below.

In which section does the writer mention

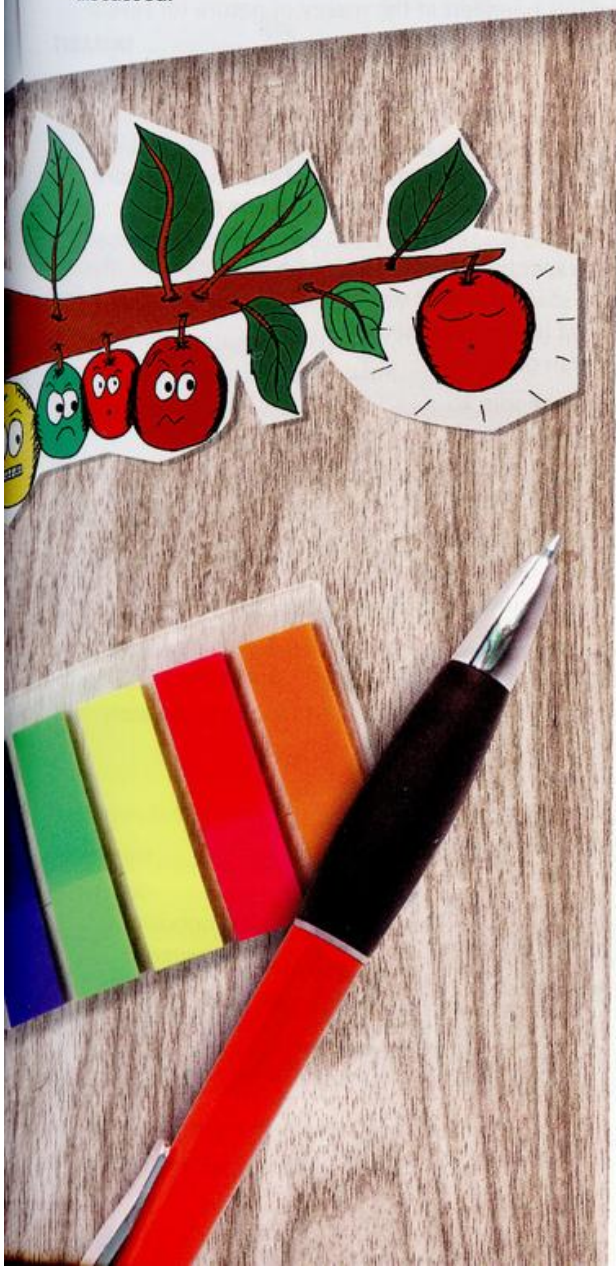
2. feelings of inadequacy primarily arising from interaction with acquaintances? [ ]

1. Scan the text and locate and underline the specific sentences where the notion of **inadequacy** is mentioned.
2. Locate the specific section (A, B, C or D) where **feelings of inadequacy primarily arising from interaction with acquaintances** are discussed.

E. Read questions 3-10 and find the areas in the text which express these ideas. Examine the details both in the questions and in the text in order to find the sections which accurately answer the questions.

In which section does the writer mention

3. an approach that promotes feelings of contentment between people? [ ]
4. a reaction that provides short-term relief? [ ]
5. rejecting a more materialistic perspective? [ ]
6. being unable to justify certain feelings? [ ]
7. envy motivating someone to accomplish personal goals? [ ]
8. a consequence of not recognising a problem? [ ]
9. receiving a one-sided impression of a person? [ ]
10. the idea that envy is a characteristic shared by many? [ ]



F. Find how the following are paraphrased in the text.

1. a significant stage or event (Section A): _____
2. become too strong to control (Section A): _____
3. to comfort (Section B): _____
4. to criticise, belittle (Section B): _____
5. a fault or an area of vulnerability (Section C): _____
6. possible to achieve (Section D): _____
7. to weaken, drain (Section D): _____

G. Discuss.

- What are the quotes below trying to say? Do you agree?

Our envy always lasts longer than the happiness of those we envy. **Heraclitus**

IF ENVY WERE A FEVER, ALL THE WORLD WOULD BE ILL.
DANISH PROVERB

- In your opinion, what's the difference between envy and jealousy?

4a

Vocabulary

A. Circle the words which begin with a negative prefix.

display disobey illiterate illuminate
imperfection important
involve infrequently irritating irrational
misbehave mistake
nonetheless nonessential
unaware universe overhead overpriced
underachieve underground

B. What do these negative prefixes mean? Write them next to the correct meaning. Some of the answers have been given.

the opposite of, not: *ir-*, *non-*, _____, _____, _____, _____, _____

less, insufficient: *under-*

done wrongly or badly: _____

excessive, too much: _____

- The prefix **in-** is sometimes used to intensify the meaning in words, not to give a negative meaning:
  flammable/inflammable ≠ non-flammable
  valuable/invaluable ≠ worthless
- Some words with the prefixes **un-**, **ir-**, **over-**, **under-** may have a positive or neutral meaning:
  unbelievable, irresistible, overjoyed, undergraduate
- The adjective, noun and verb forms of a word may take different negative prefixes:
  unbalanced-imbalance-unbalance,
  unable-inability/disability-disable
  The prefix may sometimes alter the meaning of the word: *inability - disability.*

C. Add an appropriate prefix to the words.

un- in- (il-, im-, ir-)

1. ____dependent
2. ____limited
3. ____attainable
4. ____relevance
5. ____probability
6. ____comprehensible
7. ____convinced
8. ____qualified

dis- mis- non-

1. ____calculation
2. ____specific
3. ____advantaged
4. ____apply
5. ____similar
6. ____continue
7. ____existent
8. ____refundable

over- under- over-/under-

1. ____do
2. ____staffed
3. ____age
4. ____react
5. ____pay
6. ____nourishment
7. ____estimation
8. ____crowded

D. Complete the sentences with the correct form of the words in capitals.

1. Sorry I'm late! I _____. **SLEEP**
2. Because of a recent accident, he is _____ and restricted to his bed. **MOBILE**
3. I was _____ at the cash register, so I pointed it out to the cashier and gave her the extra money. **CHARGE**
4. Whenever I am stressed or unhappy, I feel a(n) _____ need to bake. **RESIST**
5. Town locals can use the swimming pool free of charge, but for _____ it is available for a low fee. **RESIDENT**
6. The bridge's _____ makes it extremely dangerous to cross. **STABLE**
7. She shook her head at me in _____ when I told her she had won a trip to the Seychelles. **BELIEVE**
8. He writes totally _____ so I've asked him to type everything out for me from now on. **LEGIBLE**
9. They are under the _____ that they can do whatever they want and get away with it. **CONCEPT**
10. The building has been left at the mercy of nature for several decades and is now _____. **INHABIT**

E. Read the sentences in the boxes below and look at the words in bold. Can you guess what the prefix in each word means? Match the sentences with the options given.

1. Scientists say that by using **antibacterial** soap instead of regular soap, we might be doing ourselves more harm than good. ☐
2. Why are some people so **anti-technology** when technological advancements are improving our lives? ☐
3. Parents should find ways to help children overcome their **anti-social** behaviour. ☐

a. the opposite of
b. preventing
c. against

4. The immigrants that were admitted to hospital were **malnourished** due to lack of food. ☐
5. The pilots had to perform an emergency landing when one of the engines **malfunctioned**. ☐

d. not correctly
e. not adequately

6. Use the microwave to **defrost** frozen food. ☐
7. It is believed that the construction of a factory in the area will **devalue** property by up to 40%. ☐

f. the opposite or reverse of
g. losing or reducing sth

F. Give a definition for each of the words below.

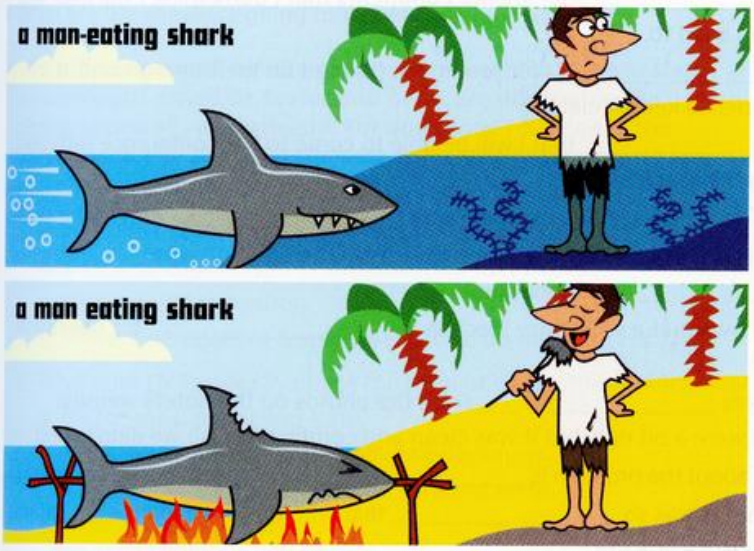
anti-war dehydrate malformed
anti-virus maltreated deactivate
antiperspirant demotivate

G. Discuss.

What's the difference between:

- a **non-smoker** and an **anti-smoker**?
- **uncooked**, **undercooked** and **overcooked** food?
- **uninformed** and **misinformed**?

H. Look at the two cartoons and read the captions. What's the difference in meaning?



I. The phrases below are from the text on page 62. Many compound adjectives are formed by combining *self* and *well* with adjectives. Can you think of any?

*... while being so **self-centred**...*
*... as the **well-known** saying goes...*

A compound adjective is formed when two or more words are joined together to modify a noun. To avoid confusion, they are usually hyphenated.
a second-hand car *a three-week holiday (~~a three-weeks holiday~~)*
a time-saving gadget

J. Complete the questions with the words in the box to form compound adjectives. Then ask and answer in pairs.

bad tongue long self
last strong good

1. Do you believe in _____-lasting friendships?
2. Are you _____-willed or do you follow other people's advice?
3. Do you consider yourself to be _____-humoured or _____-tempered and moody?
4. Are you the type of person who likes to stand out or are you _____-conscious about your appearance?
5. Do you become _____-tied when you're nervous?
6. Are you the type of person who makes _____-minute decisions or do you plan ahead?

Grammar Adjectives - Adverbs - Gradability

A. Look at the examples and answer the questions.

The lecture we attended was **disappointing**.
Normally, I get up at seven.
James teaches English **professionally**.
Sally is a **rather shy** woman.
I can speak French **very well**.
Brian left work **late** again last night. **Lately**, he's had to do a lot of overtime.

1. Which words in blue are adjectives and which are adverbs? What's the difference?
2. What do you notice about their position in the sentences?
3. What is the function of the words *rather* and *very*? Can you think of other words that could be used in their place?
4. What do you notice about the two words in blue in the last sentence?

B. Read the sentences and correct the mistake(s). There may be sentences with no mistakes.

1. My new neighbour is a greedy man who behaves selfish and thinks seldom of others.
2. The team of explorers trekked deeply into the dense jungle.
3. The factory newly built completely was destroyed by fire.
4. Mr Spencer will be here short. Always he arrives promptly at 9.00 a.m.
5. Strangely enough, the young boy sat quietly in the chair and hardly said a word the whole time he was there.
6. Fully I'm aware of the fact that if I continue recklessly to act there will be consequences.
7. Roger had to make rather a difficult decision but he tried to appear calmly.
8. According to a recently conducted survey at the university, interest in team sports has risen sharply.
9. Clearly, anyone can easy download that application.
10. Janet is obviously interested in art; she spent near three hours at the art exhibition yesterday.
11. The new manager seems outgoing and speaks to everyone friendly.
12. It was a rather dull documentary, so you might want to choose a different one to watch.

Grammar

C. Which of the adjectives below are gradable (e.g. big, small) and which are non-gradable (enormous, tiny)? Write G or NG in the boxes.

worried	☐	difficult	☐
impossible	☐	surprised	☐
dangerous	☐	freezing	☐
helpful	☐	overjoyed	☐
fantastic	☐	ridiculous	☐
ancient	☐	busy	☐

Now look at the two groups of adverbs below.

Adverbs used with gradable adjectives

really, extremely, incredibly, very, immensely, pretty, rather, quite (=fairly), terribly, slightly, relatively, somewhat

Adverbs used with non-gradable adjectives

absolutely, totally, completely, really, utterly, pretty, practically, entirely, quite (=completely)

D. Below are some commonly used adverb-adjective collocations. Complete the sentences using the collocations in the box.

deeply committed | utterly meaningless | absolutely appalling | painfully slow | relatively straightforward | bitterly upset | densely populated | perfectly acceptable | potentially fatal | immensely popular | virtually identical | primarily responsible | highly unlikely | somewhat different

1. Refugees are forced to leave their homes and often live in _____ conditions.
2. The rock climber suffered a(n) _____ fall, but luckily survived.
3. We are _____ to helping all homeless people in our city get a permanent roof over their heads.
4. I was so _____ by her comments that I don't think I will ever see her the way I used to.
5. I find it _____ for food to be banned on the Underground. It makes it easier to keep it clean.
6. It is _____ that I will be able to come to the conference with you. I'm working this weekend.
7. The idea of installing a coffee machine was _____ with all the staff.
8. Even experts were fooled by the forgery because the painting was _____ to the original.
9. Research shows that a sedentary lifestyle is _____ for obesity in later life.
10. The room was _____ from the photos on the hotel's website; the colours were a bit dull, but it was clean and comfortable, so we didn't mind.
11. Just talking about the problem is _____; we need to take action now.
12. Traffic yesterday was so _____ that I thought I would never get home.
13. The rules of the game are _____, so you shouldn't have any trouble picking them up.
14. This district is the most _____ area of the city, which explains the demand for high-rise buildings.

E. Complete the sentences below with the words in the boxes.

1. basic | pretty basic

a. The government provided for the _____ needs of the earthquake survivors.

b. Her knowledge of computer coding is _____.

2. essential | absolutely essential

a. It is _____ that hikers take a large bottle of water with them.

b. The _____ difference between the two courses is that this one is for postgraduates.

3. full | completely full

a. Would you mind writing your _____ name under your signature?

b. The boot is _____. We'll have to put some bags on the back seat.

4. critical | strongly critical

a. Sandra's boss is _____ of the way she organises her work.

b. Considering how serious the accident was, it's not surprising that so many of the passengers are in _____ condition.

5. late | late | very late

a. She always cries when she thinks of her _____ husband.

b. I got my first job in publishing in the _____ 1990s.

c. It was _____ and the streets were empty.

6. original | very original

a. The client was displeased with the designs presented to him and complained that they weren't _____.

b. The new stadium was built on top of the _____ stadium.

Listening

A. Discuss.

People who have the condition called 'synaesthesia' might experience the following:

'The colour blue sounds like a high-pitched violin note.'

'The letter A is pink and the letter B is purple.'

'The word Tuesday smells like lemon.'

How do you think people who have it feel?

B. Read the rubric of the listening activity in the green box. Before you listen, read questions 1-5 without looking at the answer choices a-d and answer the following questions:

- How many speakers are you going to hear?
- What are the speakers going to talk about?

You will hear part of a radio programme in which two guests, a neurologist called Dr Taylor and Alice, are discussing the phenomenon of synaesthesia. For questions 1-5, choose the answer (a, b, c or d) which fits best according to what you hear.

1. What does Alice say about her condition?
   a. Her sense of hearing is more acute than her sense of taste.
   b. It's the strangest type of synaesthesia that exists.
   c. It's beyond her control.
   d. Words with positive connotations have an enjoyable taste.
2. What does Dr Taylor say about the form of synaesthesia Alice has?
   a. It's the most prevailing form.
   b. It has undergone thorough scientific analysis.
   c. It's characterised by an intense sense of taste.
   d. It occurs infrequently.
3. Which of the following does Alice imply?
   a. She is the first in her family to display synaesthesia.
   b. A family member developed synaesthesia after an accident.
   c. She is unaware of her family history.
   d. Synaesthesia runs in her family.
4. When discussing people's reactions towards her, Alice reveals her
   a. understanding of people's ignorance concerning her condition.
   b. annoyance at people's disbelief.
   c. frustration that they don't show concern.
   d. scepticism as to whether telling them was a good idea.
5. What is Dr Taylor's opinion about the prevalence of synaesthesia?
   a. It is likely to be higher in men than what is reported.
   b. It is exceptionally rare in certain parts of the world.
   c. It is more widespread in the UK.
   d. It is probably higher in women.

C. Now read the questions, as well as the answer choices a-d. What other things do you think will be discussed in the radio programme?

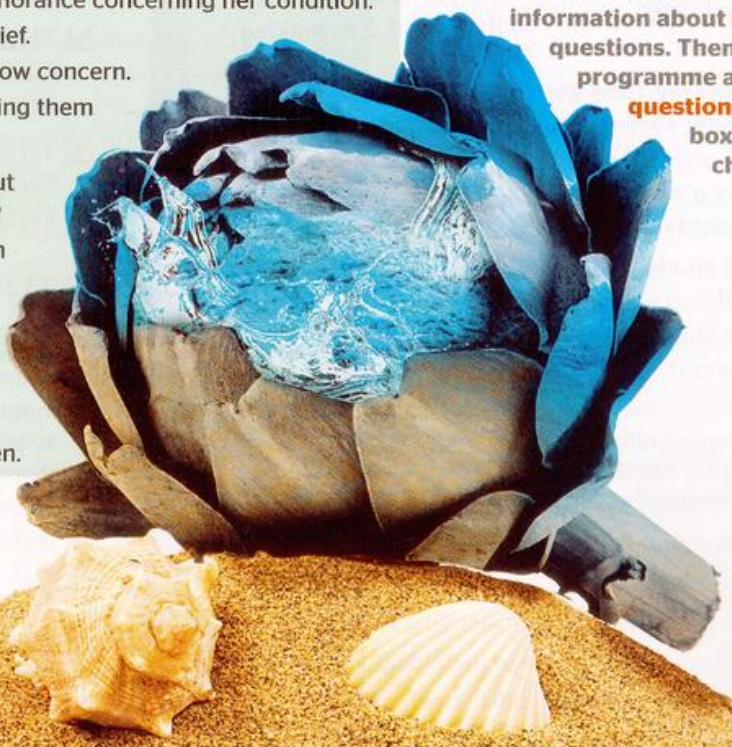
D. Read question 1 again and listen to the beginning of the radio programme. Choose the best answer (a, b, c or d) according to what you hear. Then answer the questions below. You can refer to the part of the transcript given for help.

Which option:

1. is inaccurate?
2. is not mentioned at all?
3. is correct but has been paraphrased?

This can be difficult to comprehend if you've never experienced it. When I'm asked to describe it, I explain that it's like having heightened senses. There are numerous types of synaesthesia. I have what's called lexical-gustatory synaesthesia, which basically means that, for me, spoken and written language are connected to taste. As bizarre as it might sound, I taste words. I hear the word 'holiday' and taste strawberry meringue. It happens automatically. However, it isn't always a pleasant experience. For instance, even though I love spending time on the beach, the word 'beach' tastes like artichokes, which personally, I could do without.

E. Read TIP 7 in the Listening Reference which provides information about multiple-choice questions. Then listen to the radio programme and answer questions 2-5 in the green box, justifying your choices.



4b

Reading 2

A. Discuss.

- Have you ever taken a personality quiz?
- Did the results represent you well?

B. Read the first part of the personality quiz called The Situation, and write down your answers. Don't think about your answers too long. Just note down what immediately comes to mind. What do you think your responses reveal about you?

C. Now read the interpretation of your answers. Do they represent you?

D. Read the answers two people have given below. According to the quiz, what is revealed about their personality?

Miranda

The Forest: It's an autumn day and the sun is shining through the trees illuminating the scenery. A gentle breeze is rustling the leaves. It's peaceful. I'm walking with my sister.

The Spring: A refreshing surprise! I wash my hands and face, drink a bit of water and continue.

The Animal: I spot a deer emerging from the bushes. It's eating berries. I think about petting it but I change my mind so as not to disturb it.

The House: In front of me is a large mansion, which is aristocratic and elegant.

The Table: A large rectangular table takes up a big part of the room.

Steven

The Forest: The forest is a bit dark and misty. It's difficult to discern where some of the paths are leading. I'm trying not to stumble on the rough ground. I'm walking alone.

The Spring: I wash my face with water from the spring and consider drinking some but change my mind. It might not be drinkable.

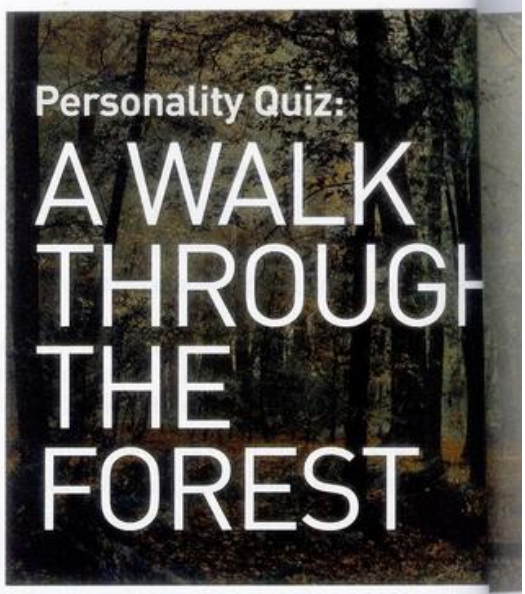
The Animal: I see a rabbit. I slowly approach it and try to catch it, but it darts into the bushes.

The House: I see an old-fashioned cottage with a small garden at the front.

The Table: Inside there's a small round table with four wooden chairs around it.

E. Read the statements below. Write M for Miranda, S for Steven, B for Both or N for Neither in the boxes.

1. Who is likely to be cautiously optimistic? ☐
2. Who is likely to be an introvert? ☐
3. Who isn't likely to be stressed by a challenging situation? ☐
4. Who is likely to be unwilling to change their ideas and views? ☐
5. Who is likely to be facing personal difficulties? ☐
6. Who is determined to go after their dreams? ☐



THE SITUATION

THE FOREST

Imagine that you are strolling through a forest. What's it like? How does it make you feel? Is it pleasant or is it threatening? Are you alone or is someone with you? If yes, who?

THE SPRING

As you walk further into the forest, you come across a natural spring with water flowing from it. What do you do? Perhaps you approach it and splash water on your face. Maybe you drink from it or just pass by it without stopping.

THE ANIMAL

An animal appears from behind a bush. What kind of animal is it and how do you interact with it?

THE HOUSE

You move on and you see a house in the distance. What does it look like?

THE TABLE

You approach and enter the house. There's a table inside. What shape is it?

THE INTERPRETATION

THE FOREST

The forest is a representation of your inner self. If what you imagined had a pleasant and inviting atmosphere, then this means you are open to new experiences. A brightly lit forest shows that you are sincere and likeable, and that other people enjoy your company. A slightly darker, shadowy forest could possibly mean you are quiet and reserved. People find you intriguing, but at times you bottle up your feelings and become even more withdrawn. Finally,

if the forest feels threatening and sends shivers down your spine, this could be a sign that you are temporarily going through a rough period. Visualising yourself walking through the forest with somebody in particular means this person is someone you think highly of.

THE SPRING

The spring represents your general outlook on life. Choosing to come into contact with the water shows you tend to look on the bright side of life. The more you 'used' the water, the more optimistic you are. On the other hand, a dirty spring with unclean water means you might be more pessimistic.

THE ANIMAL

The animal symbolises the problems you encounter in life and the way you choose to face them. If you imagined a potentially dangerous and frightening animal, then this is how you perceive your problems. If the animal was small or harmless, like a squirrel, then you probably don't even bat an eyelid when a problem arises, and you hardly experience any anxiety or stress over it.

The way you interact with the animal is an indication of the way you deal with problems. For instance, if you imagined the animal to be amiable and opted to pet it, you have a positive attitude towards challenges that arise and you rarely view them as serious obstacles. In the case of the frightening animal, it shows that you experience high levels of stress and frequently worry about even minor setbacks.

THE HOUSE

The house reveals your ambitions. A big, luxurious house means that you are goal-driven and highly ambitious. You are prepared to strive to succeed. A hut or a cottage means you have more realistic goals. You are a sensible, down-to-earth person and acknowledge that not all goals are attainable in life. If your image resembles a castle, then your goals might be unrealistic or impractical.

THE TABLE

The shape of the table reveals your flexibility. If it is round, then you are flexible and adaptable to situations. A square or rectangular table shows that you have a rigid approach to things and you might be a bit obstinate and strong-willed. A table that is in the shape of a triangle shows originality and creativity in the way you view and manage things.

Vocabulary

A. Read the extract from the quiz. What does the phrase in bold mean? Is it used literally or metaphorically?

If the animal was small or harmless, like a squirrel, then you probably don't even ***bat an eyelid*** *when a problem arises, and you hardly experience any anxiety or stress over it.*

B. Read sentences 1-8, underline the idioms and match them to the definitions a-h.

1. Have you really won a trip to Bali or are you just pulling my leg? ☐
2. Mr Hamilton's decision to turn down the deal after three months of negotiations raised a few eyebrows. ☐
3. Kim's first day at work didn't go so well. She got off on the wrong foot with a colleague when she spilt coffee all over her desk. ☐
4. My leg hurts so I don't know how long I'll train for; I'll just play it by ear and see how it goes. ☐
5. Darren's putting on a brave face but I don't think the news the doctor gave him was good. ☐
6. My four-year-old daughter's temper tantrums were getting out of hand so I asked my mum for some advice on how to deal with her emotional outbursts. ☐
7. Mr Larson expects his son to follow in his footsteps and take over the business. ☐
8. **A:** What's the name of that pizza place we used to go to?
   B: Erm... it's on the tip of my tongue. It'll come to me. ☐

a. to make an unsuccessful start in sth
b. to do the same thing sb has done before you
c. to try to convince sb of sth that is untrue, as a joke
d. to behave as if a problem does not worry you
e. to think you know sth and that you will be able to remember it
f. to decide how to deal with sth as it happens instead of according to a pre-existing plan
g. to cause surprise or shock
h. to get out of control

Vocabulary

C. Complete the sentences with the correct form of the words in the boxes. In some cases, more than one answer may be correct.

reveal represent reflect resemble regard

1. The blue lines on the map _____ rivers.
2. The house was designed to _____ a castle.
3. The way she spoke _____ her enthusiasm for the new project.
4. Shyness is often _____ as a weakness, but that is not always true.
5. People should take time to _____ on their strengths and weaknesses.

perceive discern distinguish spot

6. Greg strained to see through the tinted car windows, but was unable to _____ who was driving.
7. Although she has a disability, she does not _____ herself as a person with limited capabilities.
8. A local coach _____ Mark's talent, and arranged a trial for him at a premier league football club.
9. It is difficult for young children to _____ between reality and fantasy.

suppose speculate suspect assume

10. The doctor _____ the girl was their daughter but she was in fact their niece.
11. Tony _____ that he had a flat tyre so he pulled over to check.
12. I _____ we have no choice but to accept the offer if we don't want to lose any more money.
13. After we heard the news, we couldn't help but _____ about the causes of the accident.

rise raise arise arouse

14. Danny was born and _____ in Australia.
15. The wildlife documentary _____ my curiosity and now I want to look into animal conservation.
16. I'll go to London if the opportunity _____.
17. When the mist _____, we enjoyed beautiful views of the valley.
18. Have they _____ the prices at the restaurant again, or is it just my impression?

stand for symbolise indicate demonstrate illustrate

19. I know that a CEO is the head of a company, but what does the acronym _____?
20. The sign _____ that smoking is forbidden.
21. I'll give you an example to _____ my point.
22. The study _____ that unemployment has risen over the past five years.
23. Do you know what the Olympic Rings _____?

D. Read the extracts from the personality quiz and note the verbs in bold which refer to specific types of movement. Can you describe the movements indicated?

*Imagine that you are **strolling** through a forest.*
*I'm trying not to **stumble** on the rough ground.*
*I slowly approach it and try to catch it, but it **darts** into the bushes.*

E. Read through the sentences below and decide whether the verbs in bold describe movement or sight. Then match the verbs with their definitions.

1. We saw him twist his leg badly as he fell, so it was no surprise he started **limping** his way off the football pitch. ☐
2. She **peered** through the window, trying to see if there was anyone inside who could open the locked door for her. ☐
3. Lizzy **tiptoed** out of the twins' room, trying hard to be quiet now that the babies had fallen asleep. ☐
4. Simon **glared** at his older brothers as they drove away, frustrated that they hadn't taken him along. ☐
5. When the phone rang, Gary **dashed** downstairs to answer it, thinking it might be his friend with the news he was expecting. ☐
6. Knowing that a show of confidence would help to close the deal, he **strode** into the boardroom and sat down at the head of the table. ☐
7. Chris heard a noise and **glanced** up to see what it was, but finding the scene uninteresting, he looked back down and continued reading his book. ☐
8. I thought I **glimpsed** the figure of my mother in the crowd, but before I knew it she was gone. ☐
9. Unwilling to return to an empty house, he **roamed** the streets for hours, around neighbourhoods he didn't recognise and streets he'd never heard of. ☐
10. Lost in her own thoughts, she **gazed** out at the rain for what felt like hours. ☐

a. to walk quickly with long, decisive steps
b. to stare at sb continuously in an angry way
c. to walk slowly and with difficulty because of a hurt or stiff foot or leg
d. to catch sight of sb/sth only for a moment
e. to move aimlessly over a wide area
f. to stare at sb/sth thoughtfully or in admiration, surprise
g. to look carefully at sb/sth because it is difficult to see clearly
h. to go somewhere in a hurry
i. to give sb/sth a quick short look
j. to walk on your toes instead of the whole foot so as to avoid making noise

Grammar Comparisons

A. Read the examples and answer the questions that follow.

Generally, children seem **happier** and **more energetic** than teenagers.

1. Why are the comparatives of *happy* and *energetic* formed in different ways?
2. What are the superlative forms of the two adjectives?

Mr Jones is**n't as experienced as** our previous French teacher.

3. Which of the following can be used to rephrase the sentence above?
   a. *Mr Jones isn't so experienced as our previous French teacher.*
   b. *Mr Jones isn't such an experienced French teacher as our previous one.*
   c. *Mr Jones isn't as experienced a French teacher as our previous one.*

What's wrong with Jack? He's becoming **less and less** patient.

The more he shouted, **the angrier** I got.

4. Which sentence describes two actions, one of which is the result of the other?
5. What does the other sentence indicate?

B. Read the example below. How does *by far* modify the meaning of the superlative *the best*? Can you think of other words/phrases that could be used in its place?

It's **by far** the best book I have read in a long time.

C. Look at the three groups of adverbs below and match them with the correct sentence. Note how the adverbs change the meaning of the structure they modify.

1. almost, nearly, just, twice, nowhere near, etc.
2. much, far, a lot, significantly, even, a bit, slightly, no, etc.
3. just about, by far, possibly, easily, nearly, etc.

a. Karen's lifestyle is ____ healthier than it used to be.
b. Self-confidence is ____ the most important trait a person should have.
c. Ted studies ____ as hard as his classmates.

D. Complete the gaps with the words in the box. You will have to use some words more than once.

than the more like much as and

A: Do you ever worry about machines taking over the world?
B: Not really. They're nowhere near **1** _____ dangerous as sci-fi films make them out to be.
A: But **2** _____ more advances in technology there are, the more intelligent machines will become. And they will be **3** _____ cleverer than you can imagine.
B: Perhaps, but I think humans will always have better brain capability. Computers are amazing machines but they're not nearly as intelligent **4** _____ the human brain. I mean, we make the machines, after all.
A: Yeah, but what if scientists created a computer that thinks **5** _____ a human?
B: What, like artificial intelligence?
A: Yes. It could turn out to be one of **6** _____ greatest threats to humanity.
B: Most people would say that AI is not so **7** _____ threatening as useful, in my opinion.
A: I don't know. However, according to the media, it seems like we're getting closer **8** _____ closer to creating intelligent machines, like those computers that beat people at games.
B: That's more about computation **9** _____ anything else, though, isn't it?
A: I suppose so. I'm talking about consciousness, though. What if they ever managed to copy that?
B: Well, I think that's far **10** _____ difficult than you might think.

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. Small cities have much lower rents than larger cities. **significantly**
   Rents in larger cities _____ in smaller cities.
2. Jim is a lot better at maths than any other student in our class. **nearly**
   No other student in our class _____ Jim is.
3. This is the most fascinating book on Roman history that I've ever read. **fascinated**
   No other book on Roman history _____ this one.
4. Your headache will get worse if you continue to watch TV. **more**
   The _____ your headache will get.
5. I really must be going now because I never realised it was so late. **thought**
   It's _____, so I really must be going now.
6. My brother has become really impatient since he got the job at the restaurant. **person**
   My brother is not _____ as he used to be before he got the job at the restaurant.
7. I was given a task to do that was more time-consuming than complicated. **as**
   The task I was given to do was not _____ time-consuming.

Speaking

A. Look at the adjectives in the box and write them under the emotion they best describe in the table. Use a dictionary where necessary. Some of the adjectives may belong to more than one category.

apprehensive astounded distressed ecstatic elated enraged inconsolable tense infuriated petrified startled panic-stricken

ANGER	HAPPINESS

ANXIETY	SURPRISE

FEAR	SADNESS

B. Read the following sentences. How would you react in these situations? How would you feel? Discuss using adjectives from activity A.

- You find yourself in a foreign country where nobody speaks your language.
- You find out you won a trip to Antarctica.
- You pass an exam you were sure you'd failed.
- You crash your new car.

C. Look at the three pictures below and read the questions accompanying them.

How might the people be feeling? How might they react to the situations?

Then listen to someone talking about two of the pictures and answer the questions below.

1. Which two pictures is the speaker talking about?
2. Does the speaker answer both questions adequately?
3. Does the speaker just describe the pictures?
4. Read the tables below showing set phrases. Then listen again and tick the ones the speaker uses.

Comparing / Contrasting

Both pictures depict...
The main similarity between the two pictures is...
In certain respects the pictures are quite similar as they both...
Both pictures are quite similar in that they show...
A common feature of both situations is that...
The two situations are more alike than they are different because...
It is clear/obvious/evident that...

This picture shows..., while/whereas the other...
This one..., but on the other hand that one...
While the people in this picture seem to be..., in the second one...
The most obvious difference between the situations is...
The situations seem similar, but what distinguishes them is the fact that...

Speculating

It seems to me that...
There seems to be...
I suppose/expect/assume...
The people look like they...
It looks as if...
They're bound to be...
It must/may/might/could/can't be...
I wouldn't be surprised if...
There's a chance that they're...
I (would) imagine/guess...
My guess is that...
I think it's very likely/unlikely...
It's very probable that...
It's hard to say, but it's possible that...
I might be wrong, but I'd say that this picture...
It's difficult to tell from the picture, but...
Judging from the picture, ...

D. Now compare pictures 1 and 3 as well as pictures 2 and 3 in activity C, and say how the people might be feeling, and how they might react to the situations. Use some of the set phrases shown in the tables. Talk for approximately 1 minute for each set of pictures.

E. Work in pairs. Read TIP 4 in the Speaking Reference and do the following two tasks. You can use some of the words and phrases in the boxes.

1

Student A: Here are three pictures. They show people in different situations. I'd like you to compare two of the pictures and say how the people might be feeling and, what they might do next. Talk for approximately 1 minute.

Student B: Answer the following question.
Which situation do you think would be most memorable? Why?

bouquet of roses
thoughtful gesture
gesture of affection
deeply touched
express thanks

have butterflies in my stomach
adrenaline rush
hair-raising experience
overwhelmed with excitement
high-risk activity
exhilarating
get cold feet
fear of heights
abandon attempt
free fall

cup
victory celebrations
on cloud nine
remarkable triumph
enjoy the fruits of their labour
hard work pays off
aim higher

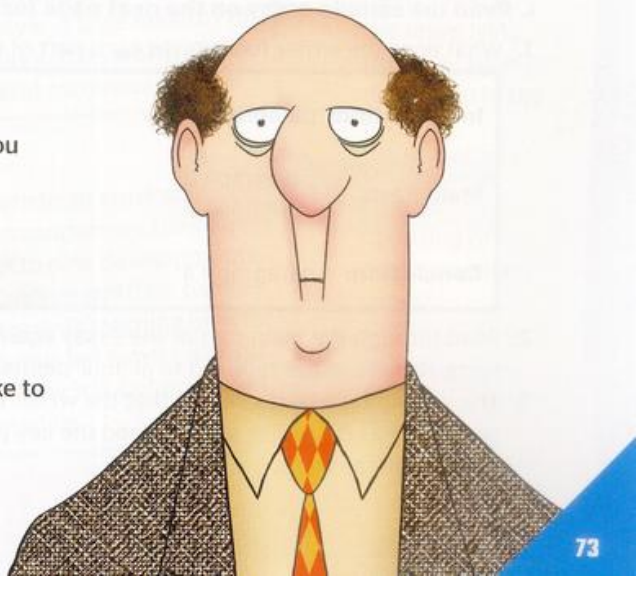
How might the people be feeling? What might they do next?

2

Students A and B: Go to the Speaking Activities section.

F. Discuss.

- Are there any particular emotions (e.g. jealousy, embarrassment) that you dislike feeling? Why?
- Do you usually express your emotions or do you hide them? Why?
- In your culture, is it acceptable to express all types of emotions? Are some emotions not expressed in public?
- What is a positive response to anger? What is a negative response?
- How can negative emotions be controlled?
- Are you happy with your personality or is there something you would like to change?



4b

Writing An essay summarising two texts

A. Discuss.

Look at the following reasons people use social networking sites. Put them in order of importance, starting with 1 (the most important), and ending with 8 (the least important). Discuss the ones that you consider most important.

- find a job ☐
- stay informed on current affairs ☐
- share everyday experiences as they occur ☐
- keep in touch with family, friends and acquaintances ☐
- make connections in the professional world ☐
- learn about products and services ☐
- meet people with similar interests and concerns ☐
- voice their opinion about things that interest them ☐

B. Read the writing task on the right and answer the questions below.

Rubric

1. Can you identify the key words in the rubric? Underline them.
2. What kind of input are you provided with?
3. What does the task require you to do?

Texts

4. Each text consists of two key points/ideas. Find them and underline them. What is the underlying theme or topic of discussion in the texts?
5. Do the texts contain opposing or complementary views?

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Is isolation actually bad for you?

People cannot live in isolation because they are by nature social beings, which means they are naturally driven to interact with their own kind. This interaction is of vital importance to humans because it helps them to achieve their full potential. Without social contact, human beings would not develop the skills necessary to communicate and interact with others; these skills cannot be developed in isolation. Besides helping people develop, social interaction also fulfils certain basic human emotional needs that ensure one's mental health and general well-being. Some of these include the need to connect and belong, as well as feel secure, accepted and loved.

The way to even better interaction

The recent growth in the use of social networking sites is a sign that we are trying to find new ways to connect. The hectic pace of our modern lifestyle may have left us with increasingly little time for face-to-face interaction, but social networking is providing us with new opportunities for social engagement. In many ways, this is better than traditional means of interaction. Not only can we interact with family, friends and acquaintances, but also with other members of online communities with whom we share similar interests, concerns and beliefs. This increases our sense of belonging and actively enhances global connectivity.

C. Read the sample essay on the next page for the writing task above and do the activities below.

1. What does the writer focus on in each part of the essay? Match each part to the function it serves (a-c).

Introduction:	paragraph 1	**a.** summarises the key points referred to in the texts
Main Part:	paragraph 2 paragraph 3	**b.** evaluates the information and expresses the writer's personal point of view
Conclusion:	paragraph 4	**c.** introduces the topic and outlines the underlying theme

2. Read through the main part of the essay again and underline the key points/ideas raised in the two texts. Has the writer referred to all four points/ideas?
3. The writing task states clearly that the writer must use his/her own words throughout as far as possible. Has the writer paraphrased the key points/ideas? Has the writer lifted any words/phrases? Justify your answers.

It is widely accepted that human beings are, at their core, social beings with a universal need to interact with others. This is the underlying theme of the two texts, which reveal complementary views that focus on how people benefit from such social contact.

The first text states that as a species we experience a natural drive to connect with other human beings. This connection is essential as it assists us, through the acquisition of new skills, to make full use of our natural abilities. What's more, social engagement satisfies key emotional needs, helping to keep us healthy and happy.

The second text suggests that our contemporary way of life is having a negative impact on us because we do not have enough time to engage socially with others. It goes on, however, to say that social networking sites are making it possible for us to explore new ways of connecting with the world around us. This networking is strengthening our social ties with people we know, and with people we may not personally know but with whom we have common pursuits, worries or opinions.

There is little to disagree with concerning the points raised in the texts. No one can deny that social interaction is crucial to our personal development and fulfilment, and that it is an integral part of who we are. I seriously doubt that we would have made so much progress as a species if we lived in isolation or functioned independently. I am convinced that our strength lies in our ability to reach out, break barriers and connect. Social networking sites are undoubtedly helping us do this. They have made the world a smaller place – so small, in fact, that differences among us seem increasingly insignificant.

D. Look at the cartoons and discuss.

- What is the underlying theme of these cartoons?
- What message is being conveyed?

E. Read the writing task below and answer the questions that follow.

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Is the generation gap no longer a gap?

The generation gap has always caused conflict between parents and children. This barrier to effective communication and mutual understanding is, however, fast being broken down. Modern-day parents seem to be fostering relationships with their children that are stronger and more open than those they had with their parents. Although there are various reasons for this, such as an increasing uniformity of interests, tastes and attitudes across generations, a primary contributing factor is a change in parenting style. A large majority of parents are adopting a more child-centred style, also termed as 'authoritative', which allows them to set limits and reason with their children democratically and communicatively.

Parents today more tech-savvy

Modern-day children, otherwise known as digital natives, were born in an era dominated by digital technology. Unlike their digital immigrant parents and grandparents, they have an inherent understanding of technology and find it easy to adapt to new developments. Research has, however, revealed that the 'digital divide' between children and their parents is closing because older generations are showing an interest not only in learning how to use technology but in actively incorporating it in their lives. This has led to parents and their children sharing similar online interests and experiences, which is helping them identify with each other and connect in a way previously not possible.

1. Each text consists of two key points/ ideas. Find them and underline them. What is the underlying theme or topic of discussion in the texts?
2. Do the texts contain opposing or complementary views?

4b

Writing

F. The four sentences below summarise the key ideas of the texts in activity E. First, determine which two correspond to text 1 and which two to text 2. Then read the note below and do the tasks that follow.

a. **Digital immigrant parents** are actively taking steps to make technology a part of their lives, which is helping to make the **'digital divide'** between them and their children smaller.

b. The **'authoritative'** parenting style that **most** present-day parents are choosing, which is both **democratic and communicative**, is helping them establish a closer connection with their children.

c. **Adults responsible for raising children today** appear to be bridging **the generation gap** and **developing a bond** with their children which is in many ways closer and stronger than that which they shared with their parents.

d. Parental involvement in online activities has **resulted in** a **similarity** of pastimes and experiences across generations, which has had a positive impact on how parents and their digital native children relate to one another.

When a writing task requires you to summarise information from a text, begin by examining the words/phrases that appear in it. This will help you determine which words/phrases are related to the topic and can be used freely, which words/phrases you can make selective use of and which words/phrases you can paraphrase. Remember that you can:

- use a 'shared' word/phrase which is essential to a specific topic of discussion and can be used as is. e.g. *social networking sites, online communities, instant messaging* (when talking about web-based social interaction)
- use a word/phrase from the text to highlight a specific term, or quote something the writer has said. Do not quote whole sentences or large chunks of the text.
- rephrase by using derivatives. e.g. *interact – interaction*
- use a synonymous word/phrase. e.g. *seem – appear*
- provide an explanation or definition of a word/phrase.

1. Look at the words/phrases in blue in the four sentences above and find the words/phrases in the two texts that have been paraphrased. According to the note in the red box, which technique was used in each case? Can you think of any other way you could have paraphrased these words/phrases?
2. Look at the words/phrases in red. According to the note, why have they not been paraphrased?

G. Before you write the essay set in activity E, take time to think about the topic and determine which stand you wish to take on the issue. Answer the following questions. Make notes.

1. Do you think that the generation gap continues to be a problem between children and their parents? Why? / Why not?

_____

_____

2. Do you think that parents today use different methods of disciplining and communicating with their children than parents in the past did? If yes, how are these methods better/worse than those used in the past?

_____

_____

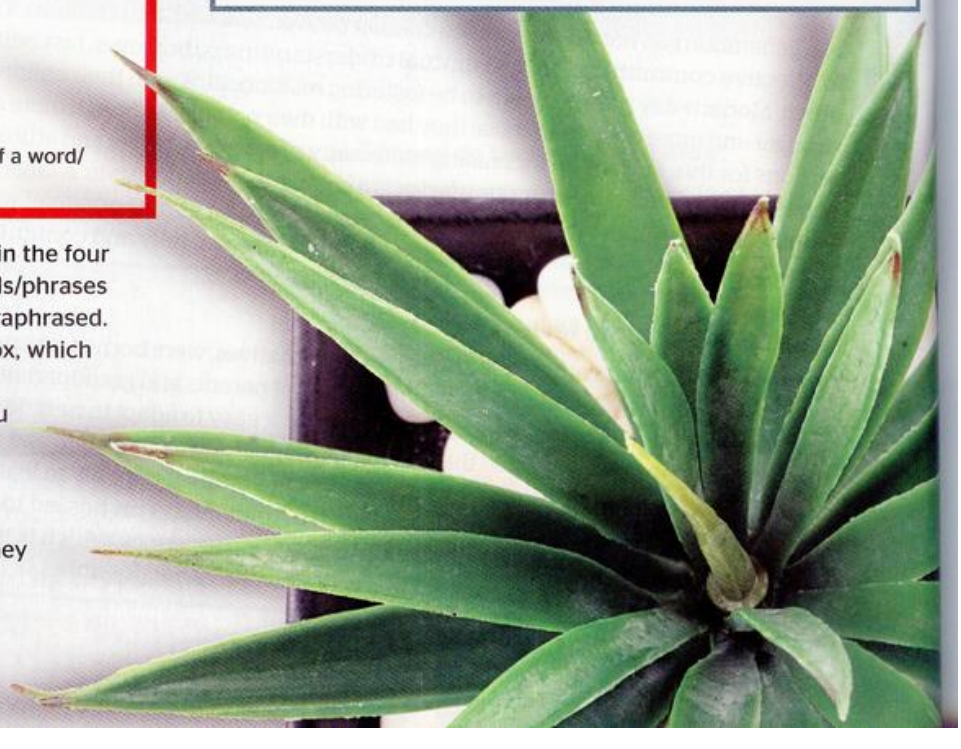
3. Do you agree that modern-day parents and their children share similar interests and experiences? If yes, how can sharing similar interests and experiences help build a stronger relationship? If no, how do parents' interests and experiences differ from their children's?

_____

_____

H. Refer to the Writing Reference (plan and TIP). Then write the essay set in activity E (240-280 words), using ideas from activities F and G as well as phrases from the box below.

the current/present/new/older/previous/past **generation**
lead to / create / cause **conflict/friction**
a conflict/dispute **arises**
resolve/settle a conflict / a dispute / differences
foster/build/develop/maintain **a relationship**
have a strong/harmonious/close/strained/troubled **relationship**
improve/facilitate/prevent **communication**
a breakdown in / a lack of **communication**
be (in)compatible with / get along with **somebody**
be a contributing/important/crucial/determining/key **factor**
show/have/take/express **an interest in something**



A. Read the text and choose a, b, c or d.

Adult Colouring Books

Colouring books are thought to promote concentration and patience, and allow the artist to safely release any **1** ____ and anxiety. The question seldom asked, though, is: why is such a beneficial activity **2** ____ popular only among young children?

According to several bestseller lists, it no longer is. Although colouring books for adults may **3** ____ a few eyebrows, more and more people are seeking them **4** ____ as a way to relax and de-stress. The principle is that colouring creates the same sense of fulfilment that is achieved by any process of deep thought; when the brain is preoccupied with a specific activity, negative feelings, such as anxiety and other generally **5** ____ thoughts, are forced out.

Colouring books have an advantage over other art activities because they remove the 'paradox of choice', or the feeling of being **6** ____ when faced with unlimited options. An empty page can create stress; after all, it **7** ____ on the artist to first decide what to create and then create it to an acceptable standard. The outlines provided in colouring books, on the other hand, make the activity accessible to everyone, regardless of **8** ____ artistic ability.

1. a. jealousy	**b.** ignorance	**c.** frustration	**d.** inadequacy
2. a. deeply	**b.** immensely	**c.** terribly	**d.** completely
3. a. raise	**b.** arise	**c.** arouse	**d.** rise
4. a. up	**b.** on	**c.** by	**d.** out
5. a. pessimistic	**b.** conflicting	**c.** distressed	**d.** threatening
6. a. excessive	**b.** overwhelmed	**c.** weighed	**d.** affected
7. a. relies	**b.** drains	**c.** depends	**d.** resolves
8. a. intangible	**b.** incompatible	**c.** integral	**d.** inherent

B. Choose a, b, c or d.

1. Karen ____ in the corner because she was too shy to talk to the others.
a. covered **c.** faded
b. lurked **d.** masked

2. If you insist on driving ____, your father and I will refuse to lend you the car.
a. aimlessly **c.** recklessly
b. sharply **d.** promptly

3. Joanna chose to see the loss as a minor ____ rather than a catastrophe.
a. setback **c.** outburst
b. crash **d.** dispute

4. If you keep on ____ up your emotions, you will eventually become short-tempered.
a. tying **c.** fixing
b. bottling **d.** twisting

5. Taking part in high-risk activities can be a(n) ____ feeling.
a. protective **c.** exhilarating
b. fearless **d.** daring

6. If you continue to be rude to people who try and help you, you won't ____ far in life.
a. move **c.** reach
b. do **d.** get

7. You should treat what he says with ____; he's been known to exaggerate his accomplishments.
a. scepticism **c.** annoyance
b. vulnerability **d.** resentment

8. His argument played a ____ role in the final assessment.
a. decisive **c.** deceptive
b. desperate **d.** determined

9. There is significant evidence to show that living or working in a messy environment can ____ your energy.
a. weaken **c.** sap
b. limit **d.** empty

10. There are a few questions that you will ____ have to face during a job interview.
a. consequently **c.** inevitably
b. infrequently **d.** extensively

4 REVIEW

C. Complete the gaps in the text with one word only.

The demands of perfectionism

Everyone wants to do well in life, but perfectionism – the refusal to accept anything less than perfection – is nowhere near as desirable 1 _____ trait as it is sometimes made out to be. In fact, if not kept under control, it can easily get the 2 _____ of a person and have a very damaging impact on their life.

The desire to be perfect is easy to confuse with the drive to excel. However, the two are very different: the latter, being a positive force, encourages hard work in life; 3 _____ perfectionism, which sets unrealistic expectations. If these expectations are either disappointed, or overtaken by events 4 _____ one's control, or even if they are not met 5 _____ quickly as expected, the perfectionist can experience a breakdown 6 _____ morale. This can lead to depression, feelings of inferiority, and can even result in eating disorders.

It's also wrong to assume that a perfectionist produces higher quality work or takes a more thorough approach to tasks. In fact, perfectionists are often far 7 _____ likely to waste time because they place too much focus on planning or on small irrelevant details and do not 8 _____ the best use of their time.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. It's difficult to notice her many likeable qualities because she has a reserved personality. **overlook**
   She is so _____ her many likeable qualities.
2. Even though it is almost midnight, I see nothing to indicate that the negotiations will end any time soon. **no**
   Despite it _____ the negotiations will end any time soon.
3. Many people were troubled by the way the media represented some social groups. **of**
   The media's _____ many people.
4. You couldn't wish to meet a nicer fellow than Martin. **as**
   Martin is _____ could ever wish to meet.
5. This year, our team has won double the number of last year's games. **many**
   This year, our team _____ last year.
6. There isn't any other employee in the company who is as productive as Tim is. **far**
   Tim is _____ employee in the company.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

now I can...

- discuss issues related to different aspects of human nature ☐
- use adjectives and adverbs appropriately, express gradability and make different forms of comparison ☐
- use negative prefixes; compound adjectives; adverb-adjective collocations; idioms with body parts; adjectives expressing emotions; verbs describing movement and sight ☐
- write an essay summarising two texts ☐

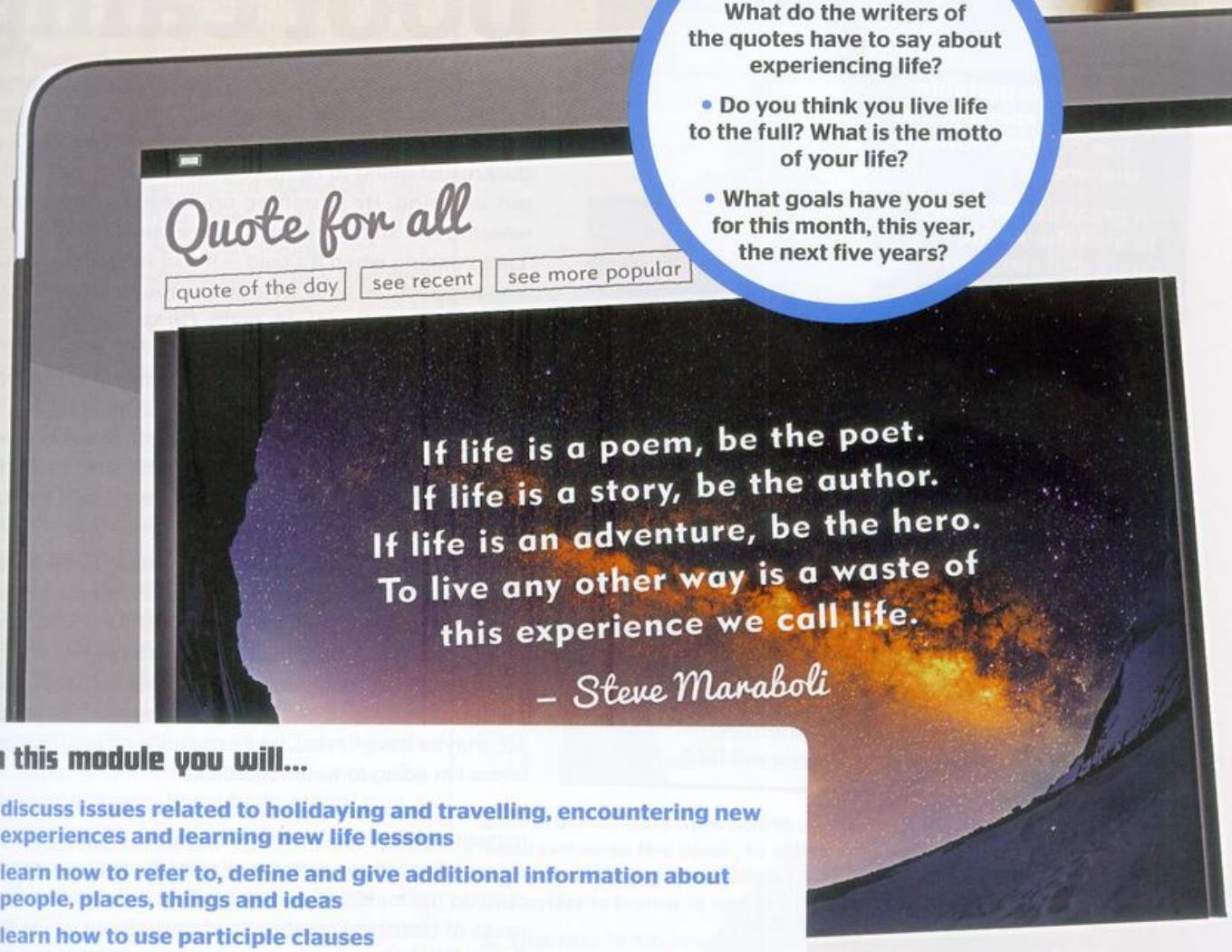
5 Experience life

To move, to breathe, to fly, to float,
To gain all while you give,
To roam the roads of lands remote,
To travel is to live.

– Hans Christian Andersen

Discuss:

- Read the two quotes. What do the writers of the quotes have to say about experiencing life?
- Do you think you live life to the full? What is the motto of your life?
- What goals have you set for this month, this year, the next five years?



In this module you will...

- discuss issues related to holidaying and travelling, encountering new experiences and learning new life lessons
- learn how to refer to, define and give additional information about people, places, things and ideas
- learn how to use participle clauses
- expand your vocabulary by learning verb suffixes; compound nouns; conversational phrases; phrases and collocations related to sound and silence; phrases expressing success and failure; expressions with 'take'; idioms; nouns and adjectives referring to human qualities
- expand your vocabulary by distinguishing between words easily confused
- learn how to write an article that includes a personal account
- acquire skills and strategies that will help you in exams

5a

Reading

A. Read the advertisement below and discuss. Would you like to visit the IceHotel? Which activities appeal to you?

B. Read the text titled 'Arctic boot camp'. What is the purpose of this article? Choose from the options below.

a. to urge the reader to set off on a similar adventure

b. to warn of the difficulties encountered in cold climates

c. to describe an unconventional holiday experience

d. to underline the strenuousness involved in such a holiday

Arctic boot camp

We've been running through the forest for 10 minutes before Staffan mentions casually that it's full of bears. That they're hibernating is only partially reassuring. Surely they're just going to be more angry if disturbed? Staffan's not listening. He's running on ahead enthusiastically, wearing the smile typical of someone in their element. 'I like running when it's cold – it's so refreshing,' he says. 'The temperature adds an urgency. You run faster because you're colder.' *You* might, mate. *I'm* struggling here. The snow is ankle-deep and the crisp, cold air alien to my pollution-accustomed lungs. I picture myself falling behind and being claimed by the snow. A humiliating end, not least because I'm wearing ridiculous thermal underwear. I also have rubberised spikes over my trainers, and ice claws around my neck in case I take a tumble through the frozen surface of the lake.

I'm in Lapland to try out a new break offered by the IceHotel. It's called a Wellbeing Escape, but with wilderness running and cross-country skiing on the schedule, it's the closest thing you get to a polar boot camp. Staffan – our guide – offers tips. If the temperature is '10' (they drop the minus in parts where it's a given), he wears two layers. When it hits 20, 'maybe three'. I nod, while mentally picking out the six layers I'm going to wear regardless.

We set off at dawn. Here, 150 miles north of the Arctic Circle in midwinter, that's 10 a.m. We run along the single street of the surrounding village, Jukkasjärvi, past the reindeer camp and out into the icy isolation of the boreal forest where massed ranks of birch and conifer stand crystallised by ice. Fluffy flakes fall in the soundproofed stillness. This is one of the least populated spots on Earth, but it's far from uninhabited. Golden eagles, moose, lynxes and Arctic foxes frequent these parts. As do wolverines, strategic 'sightings' of whose tracks prove to be a useful delaying tactic on our part.

We complete a three-mile loop and head down to the frozen Torne River as a salmon sky signals the arrival of dusk. We've been running for just under an hour. Or, as
39 I like to call it, 'all day'. The ice is coated in snow. The expanse is so large and devoid of focal points that I have a sense of running through a cloud, not knowing where my foot is going to land.

The coldness of the air seems to mimic the effect of altitude, making me breathe harder and causing my throat and lungs to ache. I'm also ravenous because of the extra energy needed to maintain bodily warmth in subzero temperatures. Dehydrated, too – so Staffan drills a hole in the ice and fills a cup with the chilled water, fresher than anything I've tasted. Then we head back to camp for lunch in the Ice restaurant. Conscious of the 'wellbeing' nature of the trip, I try to keep it healthy: warm lingonberry juice, smoked Arctic char, *rödbetsbröd* (beetroot bread) for energy. But my eye and fork begin to wander. Pretty soon, I'm in the midst of a full-on comfort-food binge, stuffing myself with moose carpaccio, scallops and truffles, then berry crumble.

With a full belly and darkness outside, I feel my determination weakening, but Staffan lets logic do his shouting for him. 'To survive up here, you just have to ignore your body's signals,' he says. 'The key is to get outside, stay active. Darkness is just a detail.'

65 I don't dare say what I think about that. What I do is smile willingly, switch spikes for ski boots and follow him back out onto the frozen lake. Soon I'm sucking in the invigorating air, endorphins flowing, my heart beating at full speed.

I've never tried cross-country skiing, the full-body workout the Swedes call 'swimming standing up', but gradually I find a rhythm. We reach the opposite shore and enter the forest. At 'night' it's a different beast, creepy yet somehow more inviting, frosted branches looming out of the monochrome quiet.

At length, we arrive at one of Staffan's wilderness camps. A fire is lit using birch bark, which bursts into flames with the ease of a firelighter, and coffee is served with homemade energy bars – the perfect alfresco Swedish *fika*.

There's a smudge of rusty orange on the horizon, and across the river in the distance, the blue-lit dome of the IceHotel is glowing, guests in their Gore-Tex and reindeer jumpers enjoying their holiday experience. I feel faintly intrepid, sitting out here in the forest in the polar night. Fitter? I don't know. Certainly smugger. And, straining my ears, I fancy I can hear the faint sound of bears snoring.

C. Read the text about the travel experience again. For questions 1-6 below, choose the answer (a, b, c or d) which you think fits best according to the text. Locate and underline the part of the text where the answer can be found. (See TIP 1 in the Reading Reference)

1. In the first paragraph, the writer's purpose is to
   - **a.** emphasise how much out of his element he was.
   - **b.** stress the fitness requirements of the camp.
   - **c.** underline the importance of safety in such situations.
   - **d.** give examples of the possible accidents that could occur.
2. What does the writer's reference to wolverine tracks suggest?
   - **a.** He was surprised that there have been sightings of them.
   - **b.** They are used as an excuse to take a break from running.
   - **c.** They have been sighted very close to where the camp is.
   - **d.** He is not convinced that they serve as proof of wolverine activities in the area.
3. The writer uses the phrase 'all day' (line 39) because he
   - **a.** has been out for many hours and it is getting late.
   - **b.** is relieved the day has come to an end.
   - **c.** is completely baffled by the duration of a day in the Arctic.
   - **d.** is making a witty remark about the limited hours of daylight.
4. What can be inferred about the writer from the fifth paragraph?
   - **a.** He has low levels of self-discipline.
   - **b.** He is hesitant to try unfamiliar cuisine.
   - **c.** He is a picky eater.
   - **d.** He considers himself a food connoisseur.
5. What can be inferred from the phrase 'I don't dare say what I think about that' (line 65)?
   - **a.** The writer does not consider what Staffan is saying to be logical.
   - **b.** The writer is reluctant to express his fears about the risks involved.
   - **c.** The writer does not feel up to exercising, especially outdoors in the dark.
   - **d.** The writer is scared to tell Staffan that he has overeaten.
6. In the last paragraph, the writer
   - **a.** feels proud of himself for stepping out of his comfort zone.
   - **b.** wishes he were still in the warmth and safety of the hotel.
   - **c.** is motivated to improve his fitness levels.
   - **d.** is considering returning to the hotel in the future.

D. In order to fully appreciate a text, you must know how to 'read between the lines', in other words, to understand or find implicit meaning in addition to the obvious one. Explain what the writer is trying to say in the following extracts.

1. *That they're hibernating is only partially reassuring.* (para. 1)
2. *... the crisp, cold air alien to my pollution-accustomed lungs.* (para. 1)
3. *... it's the closest thing you get to a polar boot camp.* (para. 2)
4. *I nod, while mentally picking out the six layers I'm going to wear regardless.* (para. 2)
5. *... cross-country skiing, the full-body workout the Swedes call 'swimming standing up'...* (para. 8)

5a

Vocabulary

A. Look at the sentences taken from the text on pp. 80–81 and circle the correct words. What is the difference between each pair of words?

1. *That they're hibernating is only partially* ***ensuring / reassuring****.*
2. *I'm in Lapland to try out a new* ***break / brake*** *offered by the IceHotel.*
3. *We run along the single street of the surrounding village, Jukkasjärvi,* ***past / passed*** *the reindeer camp...*
4. *As do wolverines, strategic 'sightings' of whose tracks* ***approve / prove*** *to be a useful delaying tactic on our part.*
5. *The coldness of the air seems to mimic the* ***affect / effect*** *of altitude...*
6. *At 'night' it's a different beast, creepy yet somehow more inviting, frosted branches looming out of the monochrome* ***quiet / quite****.*

B. Read the note. Then look at the pairs of commonly confused words. Choose the word that correctly completes each sentence. You might need to change the form.

The English language has many words that are commonly confused because they have:
- similar spelling e.g. *quiet – quite*
- similar pronunciation e.g. *break – brake*
- the same root word e.g. *sure – ensure – reassure*
- similar meanings, but are different parts of speech e.g. *affect (v) – effect (n)*

Learn them in order to use them correctly.

advice – advise

1. His _____ was to book a hotel that is close to the railway station.
2. I asked them to _____ me on the best airline to use for a round trip to New Zealand.

lie – lay

3. All I want for the next two weeks is to _____ on the beach and do nothing.
4. Don't _____ the suitcase on the bed – it's dirty.

expect – except

5. We'll pack all the provisions we bought, _____ for our boots.
6. Weather forecasters _____ heavy rainfall this evening, so we'll have to stop trekking soon.

lose – loose

7. It's best if you wear _____ clothes on long flights.
8. _____ your passport can ruin your whole trip.

later – latter

9. Unfortunately, the festival starts at a slightly _____ time than we initially thought.
10. We managed to squeeze in two exhibitions while in London, one on the history of money, and another on ancient Egyptian art; I found the _____ particularly interesting.

breathe – breath

11. Sitting on the balcony, I could _____ in the sweet fragrance coming from the flowers.
12. Before diving, take a deep _____ and close your mouth.

confirm – conform

13. Young people often feel enormous pressure to _____ to certain behaviours when growing up.
14. For those interested in attending the Volunteering Abroad seminar, please _____ your attendance no later than Wednesday afternoon.

prescribe – subscribe

15. Angus is a fishing enthusiast. He has _____ to all the main fishing magazines.
16. After Roy's white-water rafting accident, his doctor _____ ten weeks of physiotherapy along with lots of rest.

story – storey

17. We stayed in the most charming four-_____ guesthouse during our time in Paris; the architecture was stunning.
18. Deborah told her Moroccan camel-riding _____ again and again, as the children loved it.

principal – principle

19. I suppose that our _____ motive for choosing to travel across Southeast Asia rather than Europe is that we wanted to experience a totally different culture from our own.
20. The idea of a house-swapping holiday works on the _____ that two families exchange their houses, free of charge, for a certain period of time.

C. Can you explain the difference between the pairs of words below? Give examples.

accept - except ensure - insure desert - dessert
piece - peace poor - pour practice - practise
beside - besides sight - site everyday - every day

D. Read the note and form verbs to complete the table using the adjectives and nouns in the box. Make any necessary changes.

Many verbs are formed by adding a suffix to an adjective or a noun.
Two common verb suffixes are **-en** and **-ise**.
weak - weaken *emphasis - emphasise*

special length threat economy straight worse
rational general loose minimum

Verbs in -en	Verbs in -ise

E. Complete the sentences using the correct form of the words in capitals.

1. Our football coach taught us how to fall down in such a way so as to _____ the chance of injury. **LESS**
2. The game was uninteresting until Matthews managed to _____ it up by scoring two goals in a row. **LIVE**
3. Before he started mountain climbing, he made sure to _____ all of his gear so it fit him perfectly. **CUSTOM**
4. After _____ the date of their wedding, Angie and Tom started the exciting process of searching for a venue. **FINAL**
5. When I was younger, my mother and I would always pick the blackberries as soon as they started to _____ and use them to make jam. **RIPE**
6. Most experts agree that we can help to _____ our happiness by filling our lives with meaningful and fulfilling activities. **MAXIMUM**
7. The sun really _____ my hair this summer. I should have worn a hat while on the beach. **LIGHT**
8. Try and _____ the cake with more sugar next time; it might improve the taste. **SWEET**
9. Rome was exactly as I'd _____ it: impressive buildings and beautiful fountains. **VISUAL**
10. As our guide explained at the science museum, great medical advancements and huge technological developments _____ the 20th century. **CHARACTER**

F. Complete the sentences with the correct form of the verbs in the box to form phrases related to sound and silence.

make cut keep utter
drown mutter let

1. As he stumbled and fell hard on the ground, he _____ **out a cry of** pain.
2. We tried to listen carefully to what she was saying, but her voice **was** _____ **out by** all the noise.
3. All was quiet, until an ear-piercing scream _____ **through** the silence.
4. As the show began, we were warned to _____ **no sound**.
5. The great writer would often be seen walking down the street _____ **under his breath**, as if he were talking to himself.
6. Please _____ **your voice down**. People don't need to know we're arguing.
7. How did you manage not to _____ **a single word** in response to all the stupid things he said?

G. In each sentence, all the words/phrases in bold collocate with the word in blue, but one of them is not appropriate in this specific context. Which word/phrase doesn't fit?

1. During the school performance, Rodney, who had the role of a giant, **raised / lost / disguised** his **voice** when he said: 'Where is my food?'
2. Their yelling **interrupted / filled / maintained** the **silence**.
3. We **woke up to / were filled with / jumped at** the **sound** of lions roaring.
4. Tina's **voice whispered / broke / shook** as she described the tragic accident.
5. **Silence filled / came over / grew** the night.
6. The **sound faded / travelled / echoed** through the house.

Grammar Relative clauses

A. Read the sentences and answer the questions.

- Many people **who seek thrilling experiences** enjoy bungee jumping.
- Johnny, **who is a fan of most extreme sports**, has decided to try skydiving for the first time.

1. In which sentence does the relative clause provide additional information about someone?
2. In which sentence does the relative clause provide information which is necessary to define someone?
3. In which sentence can the relative pronoun be replaced by *that*?
4. Can *who* be omitted in either of the sentences? Why? / Why not?

- The city tour **which we chose** was very informative.
- The city tour was very informative, **which surprised us**.

5. What does *which* in each of the two sentences refer to?
6. In which sentence could the pronoun be replaced by *that*?
7. In which sentence could the pronoun be omitted?

When I went to Spain, I visited the province of Granada, **where lots of olive trees grow**.

8. Does the relative clause provide additional or essential information about Granada?
9. Why is *where* used?

- The car **parked outside** belongs to my brother.
- The woman **talking to Lisa** has taken part in cycling races.

10. Which words have been omitted before *parked* and *talking*?

B. Join the sentences using an appropriate relative pronoun or adverb. Make all the necessary changes.

1. My sister has lots of Mexican recipe books. She hasn't even opened most of them.

   _____

2. We would spend hours exploring the forest. Do you remember those days?

   _____

3. We visited a place in Iceland called Westfjords. The sun was visible there for 24 hours.

   _____

4. The woman is a local travel agent. I was talking to her.

   _____

5. In the village we met a tourist. He had been backpacking across Europe for a month.

   _____

6. The house is located at the top of a hill. It has a view of the whole beach.

   _____

7. She gave me a book. I have forgotten its title.

   _____

8. It was pouring all day long and so the picnic was cancelled. This annoyed the children immensely.

   _____

C. Complete the sentences with the words/phrases in the box.

by which time | whoever
a great number of whose | in which case
both of whom | as a result of which
in addition to which | several of whom
whichever | neither of which

1. I talked with two locals from the village, _____ were polite and helpful.
2. Receiving too much negative criticism is discouraging and not likely to be productive, _____ it makes people stop wanting to try to improve.
3. The young students, _____ had never visited an aquarium before, admired the colourful sea creatures swimming in front of them.
4. I might not make it in time tomorrow, _____ you'll have to get started without me.
5. I expect _____ made this mess to clean it up immediately.
6. A student broke his leg during lunch, _____ football has been banned during break times.
7. Jake Lambert is a well-known landscape photographer, _____ photos depict breathtaking scenery from all over the world.
8. Tom and Bob went on a trip to Mexico in 2015, _____ they had been learning Spanish for three years.
9. _____ one of you finishes the race first will get a medal.
10. Carl suggested we go hang-gliding or surfing this weekend – _____ excites me.

D. Which words can be omitted in the sentences below? Put them in brackets.

1. A painting that was worth 1.5 million pounds was stolen from the National Museum last night.
2. Anyone who is interested in trying bungee jumping should complete this form first.
3. Lots of people visit the ancient ruins which have been discovered in Amphipolis, Greece.
4. The man that's wearing the wetsuit is our scuba-diving instructor.
5. This is a training programme for those who are not accustomed to trekking at high altitudes.
6. The resort which is situated at the top of the mountain can only be accessed by car.

Listening 1

A. Look at the pictures and discuss.

- Why do you think people seek out these kinds of activities?
- Have you done any of the activities depicted in the pictures? If not, which one would you want to try and why?
- What, in your opinion, can make or break a holiday?

B. Listen to a man talking. What information do you learn about him?

C. You will hear Jack Hobbs, a scuba-diving instructor, talking about scuba diving in the Red Sea. For questions 1-9, complete the sentences with a word or short phrase. (See TIP 4 in the Listening Reference)

1. The instructor mainly organises dives for _____ purposes.
2. Due to infrequent rain, _____ is exceptional in the Red Sea.
3. Many divers hope to spot a(n) _____ at the Elphinstone Reef.
4. The instructor suggests that _____ is one of the many reasons why the number of large predators has increased in some areas of the Red Sea.
5. The tasselled scorpionfish's main distinguishing feature is its tassels, which resemble a(n) _____.
6. The coral reefs of the Red Sea are also described as the _____ of the sea.
7. The reason why some corals are fluorescent green is because they are located in _____ waters.
8. The *Thistlegorm* sank in the year _____.
9. When explaining the range of artefacts that divers can see at the *Thistlegorm*, the instructor compares the site to a(n) _____.

5b

Listening 2

A. You will hear five short extracts in which people are talking about an experience they had. You will hear the recording twice. While you listen, you must complete two tasks. (See TIP 3 in the Listening Reference)

TASK ONE

Choose from the list (A-H) the reason why each speaker took part in the activity.

Speaker 1 ☐ **Speaker 4** ☐
Speaker 2 ☐ **Speaker 5** ☐
Speaker 3 ☐

A. to confront a long-standing fear
B. to support a worthy cause
C. to acquire new friendships
D. to achieve a personal milestone
E. to satisfy their curiosity
F. to experience competing with others
G. to break the monotony in their life
H. to avoid causing disappointment

TASK TWO

Choose from the list (A-H) what each speaker learnt from the experience.

Speaker 1 ☐ **Speaker 4** ☐
Speaker 2 ☐ **Speaker 5** ☐
Speaker 3 ☐

A. how talent can be developed
B. how to make decisions under pressure
C. the importance of focusing on the process rather than the end result
D. how to prioritise their time
E. how fear can prevent you from seeing something clearly
F. the power of determination
G. the importance of effective teamwork
H. the significance of thorough planning

B. The English language has lots of conversational phrases. The ones below were heard in the listening activity. Listen to parts of the recording again and complete the missing words. What do you think these phrases mean?

1. I'd been out of action following a serious back injury – this was to be my first climb in over three years, so completing it was **no mean** _____.
2. I probably did _____ **off more than I could chew**.
3. I realised it really is **a case of mind over** _____ in life.
4. I **didn't have the** _____ **to** back out.
5. It has become clear to me now how much our anxieties _____ **us back**.
6. After listening to so many of my friends rave about their bungee jumping experiences, I wanted to know **what all the** _____ **was about**, so when an opportunity presented itself, I didn't **think** _____.
7. Unfortunately, I didn't even _____ **it** across the finish line.
8. ... to **add a bit of** _____ **to my life**, which I was seriously lacking.
9. I've surprised myself, as I wouldn't say I _____ **a knack for** racing...
10. Actually, dedication and lots of practice can **go a long** _____ too.

Vocabulary

A. Read sentences 1-10 and decide whether the expressions in bold generally express success or failure. Can you guess what each expression specifically means?

1. When I failed to save up enough money during the year, all my plans to spend my holiday in Patagonia **went up in smoke**.
2. Kevin was alone and jobless at the time, but he managed to **weather the storm** and he's now doing pretty well for himself.
3. Your refusal to agree to their demands is leading the negotiations to **a dead end**, so it would be best if we continue this meeting tomorrow.
4. If we go there, you'll be able to lie on the beach all day and I'll be able to take part in the beach volleyball tournament. It's a **win-win situation**.
5. After all the hours of work I put into compiling the data, I somehow deleted the file so I'm now **back to square one**.
6. If you don't even go to this job interview, you will have let your future career **slip through your fingers** for no reason at all.
7. After managing such an incredible feat, I'm sure there's nothing Ashley won't be able to achieve. **The sky's the limit** for her.
8. Just because you didn't succeed in your first attempt, you're going to **throw in the towel**?
9. It might work or it might not, but you'll never know unless you try. After all, **nothing ventured, nothing gained**.
10. We thought she'd recover quite well after she broke her hip, but since coming out of hospital, her health has been **going downhill**.

B. Read the note and form the plural of the compound nouns 1-10.

- **Compound nouns** are noun phrases that are formed by two or more words (e.g. *teamwork, bungee jumping, commander-in-chief*). Usually, the first word describes the second one (e.g. *heart attack, rescue team, father-in-law).* In a compound noun we usually stress the first word.
- When forming the **plural** of compound nouns:
  - for one-word nouns, we add -s to the end of the word (e.g. *bedroom > bedrooms, headphone > headphones*).
  - for hyphenated nouns and two/three-word nouns, we usually pluralise the word that is being described or the word that can be made plural (e.g. *car park > car parks, tea leaf > tea leaves, sister-in-law > sisters-in-law, doctor of philosophy > doctors of philosophy*). If there is no specific word that can be pluralised, add an -s to the end of the word (e.g. *get-togethers, hand-me-downs*).

1. age group _____
2. viewpoint _____
3. five-year-old _____
4. car industry _____
5. goalkeeper _____
6. life jacket _____
7. air traffic controller _____
8. time-out _____
9. runner-up _____
10. home address _____

C. Complete the sentences with the correct form of the compound nouns in the box. Can you identify any extra compound nouns that are already in the sentences?

aftermath common sense copyright
driving licence mother tongue onlooker
passer-by understatement

1. Annie's _____ is English, but she also learnt fluent Italian and French from her grandparents on either side of the family.
2. Although no one died, many were hurt in the _____ of the explosion, when the fire and smoke got to them.
3. The out-of-control bus injured many of those who were waiting at the bus stop, as well as a few _____.
4. We're not allowed to publish any parts of the book on our website unless we find who owns the _____ for it and they give us permission to do so.
5. To say I was happy is a(n) _____ - I was thrilled beyond anything to learn I was to become an aunt.
6. I checked the expiry date on my _____; I have to renew it by next month if I want to keep driving.
7. The teenagers were eager to show off their skateboarding tricks to the crowd of excited _____ that had gathered.
8. Engaging in extreme sports is safe as long as you use _____ and know your limits.

Vocabulary

D. Complete the sentences with the words in the box to form expressions and collocations with the verb *take*.

interest credit effect
initiative personally pride risks
shape sides turns

1. The painkillers will **take** _____ soon and you'll be able to sleep peacefully.
2. I think she **took** my joke _____, although I never meant to sound offensive.
3. Sean finally **took** the _____ and booked a show for us to see, instead of leaving all entertainment decisions to me.
4. My flatmate and I **take** _____ cleaning the bathroom because neither one of us enjoys the chore.
5. Though they're amateurish, Emily **takes** great _____ in her children's drawings.
6. Do you think it was fair that Liam **took** all the _____ for work that was mostly done by his partner?
7. We decided on doing a month-long tour of Nepal, but the specific plans are just now **taking** _____.
8. The expedition was very poorly organised; they had no right to **take** such _____ with people's lives.
9. Although sometimes I do agree with one of them, I try not to **take** _____ when my brothers argue.
10. I have recently **taken** an active _____ in water sports and, more specifically, in parasailing.

E. Which of the following words/phrases can also form expressions with *take*?

a chance a difference a message
a while light notes the opportunity
your mind notice

Grammar Participle clauses

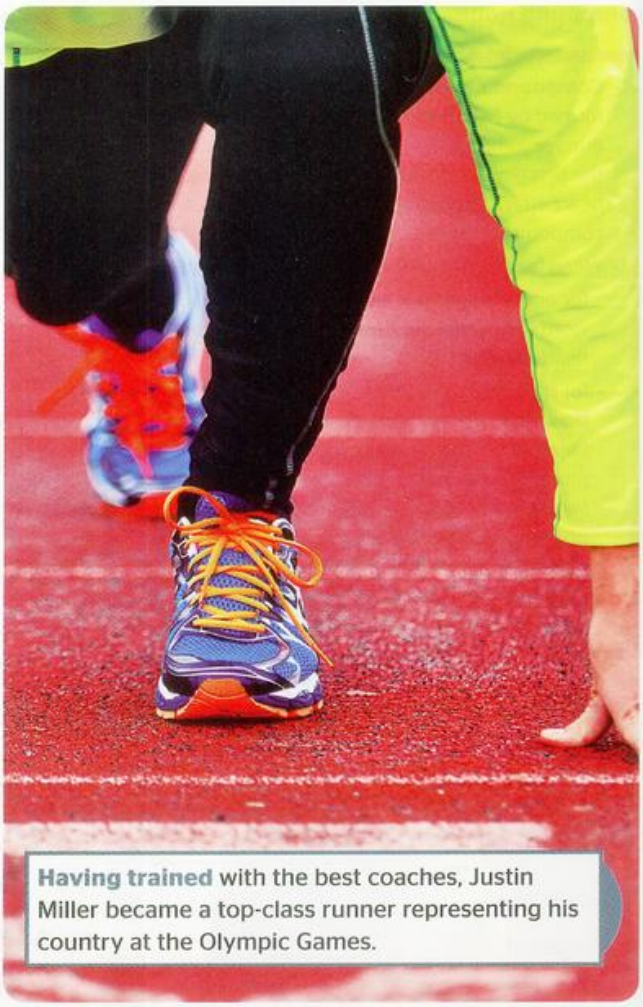
A. Read the sentences and answer the questions that follow.

Holding onto the rope tightly, Mark climbed down the side of the mountain.

1. Who held onto the rope tightly?
2. Which of the following does the sentence mean?
   a. Mark was holding onto the rope tightly and he climbed down the side of the mountain.
   b. Mark climbed down the side of the mountain because he was holding onto the rope tightly.

Combined with chilled water, this coffee could become a refreshing drink.

3. Which of the following could be used instead of *combined*?
   a. Because it was combined
   b. If it is combined
   c. Before it is combined



Having trained with the best coaches, Justin Miller became a top-class runner representing his country at the Olympic Games.

4. Why was he a top-class runner?
5. Which of the following does the phrase **having trained** mean?
   a. that he had trained at an earlier time
   b. that he was being trained while doing something else
   c. that he hadn't completed his training

B. Rewrite the sentences replacing the words in bold with participle clauses.

1. **We were stunned** by the view from our hotel window and didn't want to leave.

_____

2. **Since I was** aware of how difficult the activity would be, I asked Heather for help.

_____

3. I booked a plane ticket **because I had been accepted** on a course abroad.

_____

4. **While he was searching** for his phone, Alex knocked over the lamp.

_____

5. **I didn't know** how much the city tour would cost, so I asked the travel agent.

_____

6. **Paul didn't sleep** much last night and was exhausted all day today.

_____

C. Read the sentences and rephrase the phrases in blue.

> **On arriving** at the park, Donald was surprised to find that his friends had left.
> **If opened**, the gadget cannot be returned.

D. Rewrite the sentences using a participle clause and starting with the word given.

1. While I understand the difficulty of the situation, I can't do much in this case.
   While _____
2. Since Joe moved to Australia, he hasn't contacted us at all.
   Since _____
3. After he studied to be a filmmaker, Jay went on to travel the world and make documentaries on social issues.
   After _____
4. The little boy was crying when he was found by the security guard in the mall.
   When _____
5. Nelly didn't manage to finish her novel on time although she wrote a few pages every day.
   Although _____
6. Once your account is approved, it will be ready to be activated.
   Once _____
7. When she entered the room, she was surprised to find Danny sitting on the sofa.
   On _____
8. When the fire alarm goes off, get out of the building through the side entrance if you are not otherwise instructed.
   Unless _____
9. Extra remedial work will be provided for the students if it is required.
   If _____
10. None of the medical devices are to be used until they are fully tested.
    Until _____

Speaking

Magazine article – Life experiences

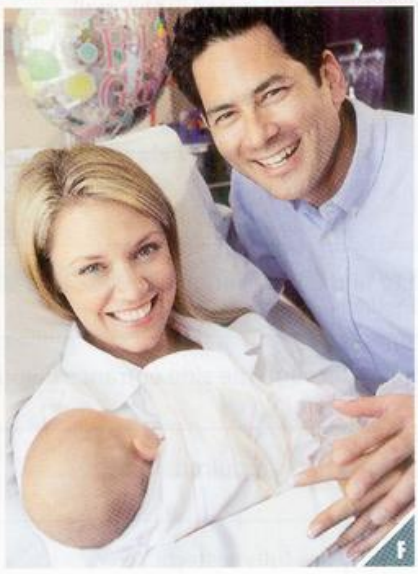
A

B

C

D

E


F

A. Discuss.

- What kind of experiences can change your life and way of thinking?
- Can you describe an experience you had that had a big impact on you?

B. Work in pairs. On the left are some pictures of different situations. Read TIP 3 in the Speaking Reference and do the following tasks. Use phrases (p. 54) to help you manage the conversation.

1

Look at pictures **A** and **E** and talk together for approximately 1 minute about what might have happened just before the pictures were taken.

2

Look at pictures **B** and **C** and talk together for approximately 1 minute about which activity you find more appealing.

3

Look at pictures **D** and **F** and talk together for approximately 1 minute about why you think the pictures might have been taken.

C. Listen to a teacher giving instructions and to two students doing a speaking activity involving pictures A-F. Then answer the questions.

1. What are the students instructed to do?
2. Do you think the students complete the task successfully? Why? / Why not?
3. Which two situations do they choose for the magazine article?

D. Listen to the dialogue again and pay attention to phrases showing agreement and disagreement. Write down as many as you can.

E. Complete the tables on the next page by adding the phrases you found in activity D to the correct categories.

F. In pairs, briefly discuss which two experiences (pictures A-F) you consider to have the biggest impact on people's lives using the phrases in the tables.

Initiating
So we have to...
There are several possibilities for...
Let's talk about... first, shall we?

Total agreement	
That's a fair suggestion.	You're absolutely right.
That seems reasonable.	Tell me about it.
Exactly. / Absolutely.	That's a good point.
I'd go along with that.	1. _____
So do I. / Neither do I. / Me neither.	2. _____
That's just what I was thinking.	3. _____
That's exactly how I feel.	4. _____
I was just going to say that.	5. _____
I think so. / I don't think so either.	6. _____
On second thoughts, I have to agree with you...	7. _____
	8. _____

Partial agreement
Yes, I see your point, but let's also think of...
That's a very interesting point, I must say. Alternatively...
You have certainly raised an important issue. However, don't you think...?
Yes, but there are other points to bear in mind, such as...
True, yet if we look at this from another angle...
9. _____

Disagreeing	
I'm afraid I have something different in mind.	That's not always true / the case.
I am afraid that doesn't work for me.	No, I'm not so sure about that.
I totally disagree.	I'm sure that's wrong.
I'm sorry to disagree with you, but...	I think that might be a bit difficult if...
No way.	10. _____,
I wouldn't say that.	11. _____,
I'd say the exact opposite.	12. _____
Not necessarily.	

Concluding
So, if we summarise...
So, what shall we decide?
So, what do you think? Are we ready to choose...?
Right, so you think... and I think...
Can we agree on...?

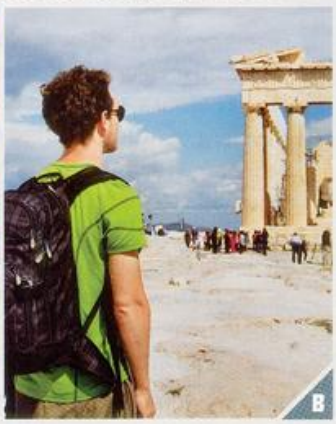
G. Work in pairs. Read TIP 5 in the Speaking Reference and do the following task. You can use some of the words/phrases in the box.

Imagine that a magazine is producing an article called 'Live and Travel'. The pictures below (**A-E**) illustrate different travel experiences. Talk together about the appealing aspects of these experiences. Then decide which two best represent what your country has to offer tourists and should be included in the article. Talk together for approximately 3 minutes.

- exotic/traditional/local cuisine
- range of flavours
- historical/archaeological sites/monuments/ landmarks
- come into contact with tourists
- artefacts on display
- local customs and traditions
- immerse oneself in culture
- trace history
- off the beaten track
- seeking something out of the ordinary
- varied landscape
- natural beauty
- create lifelong memories

Magazine article – Travel experiences

A


B

C

D

E

Writing An article including a personal account

A. Discuss.

- Read the riddle below and choose from the words (a-e) the one that you think answers it.

It is more precious than jewels or gold; it cannot be bought, it cannot be sold. Usually, to get it, you must grow old. The only other way is to listen when told. Although you may think it is hard, mean and cold, its true form is kind, warm and bold. What is it?

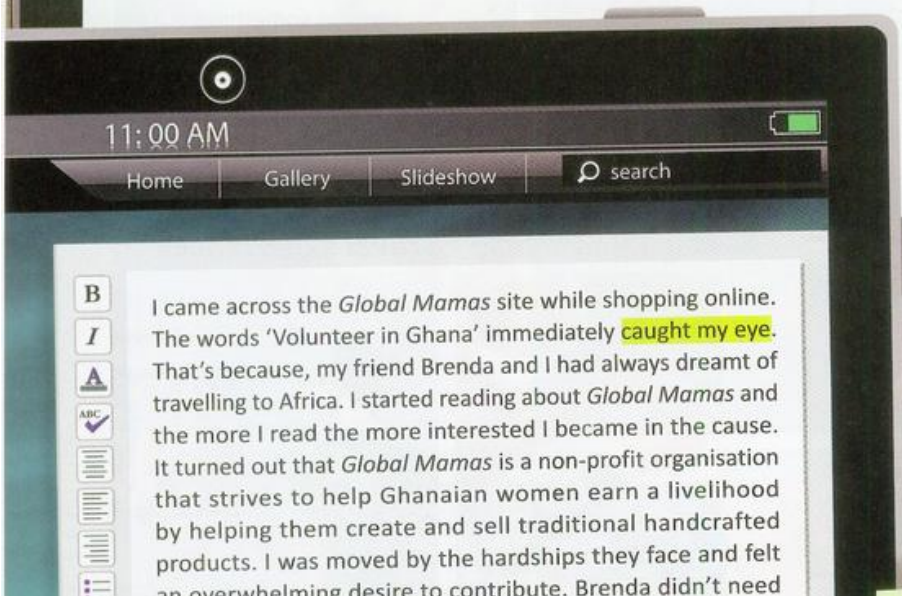
a. confidence **b.** respect **c.** trust **d.** wisdom **e.** honesty

- Why is there a strong connection between this particular quality and age?
- Which of the other qualities mentioned above do you think come with age? Why?

B. Read the writing task below and underline the key words/phrases. What are you required to write?

A lifestyle magazine has invited readers to contribute to a series of articles entitled 'Life Lessons' for its next issue. Write an article in which you talk about an experience that has had a very big impact on your life and what you learnt from it.

C. Read the sample article for the writing task above and complete the tasks that follow.



I came across the *Global Mamas* site while shopping online. The words 'Volunteer in Ghana' immediately caught my eye. That's because, my friend Brenda and I had always dreamt of travelling to Africa. I started reading about *Global Mamas* and the more I read the more interested I became in the cause. It turned out that *Global Mamas* is a non-profit organisation that strives to help Ghanaian women earn a livelihood by helping them create and sell traditional handcrafted products. I was moved by the hardships they face and felt an overwhelming desire to contribute. Brenda didn't need much convincing to join me.

We soon found ourselves flying to Cape Coast, which is where we would be staying with our host family and working with a team of 'mamas' on a design project for three months. Initially, both Brenda and I felt frustrated because the comforts that we take for granted are considered a luxury in places like Ghana. Nevertheless, we soon settled into a routine, one that we came to love. In those three months, we became totally immersed in Ghanaian culture. We took in all the sights, tastes, smells and sounds of this wonderful place. We lived and worked side by side with Ghanaian people and developed a deep respect for them, and an appreciation of their courage, generosity and optimism. When the time came for us to leave we did so with a heavy heart!

My experience in Ghana made me realise that we all have a responsibility and a role to play in making the world a better place. Volunteering helped me step out of my comfort zone and embrace a totally new reality and perception of life. It taught me to keep an open mind, awakened my compassion and respect for people who persevere in the face of difficulties and increased my tolerance of cultural diversity. Whenever I think back to my experience, I am filled with a deep sense of gratitude. It helped carve a path for me, one that I intend to follow. I will, without a doubt, be volunteering for many years to come!

1. Which of the following headlines do you think is the most suitable for the article? Why?

An Ideal holiday destination
Combining Work and Play
A Window on the World!

2. Each of the following statements corresponds to one of the paragraphs in the article. Write the numbers 1-3 in the boxes.

In this paragraph the writer:

a. describes his/her experience. ☐
b. introduces the person/people involved. ☐
c. mentions how he/she feels now about his/her experience. ☐
d. mentions for the first time where his/her experience took place. ☐
e. explains what his/her experience taught him/her. ☐
f. describes the events leading up to the actual experience. ☐
g. mentions the emotions he/she felt while going through the experience. ☐

D. Match the words with their definitions. Then determine which of these qualities were mentioned in the sample article. Find additional qualities that appeared in the article but do not feature in the list below.

1. respect ☐
2. compassion ☐
3. fairness ☐
4. modesty ☐
5. tolerance ☐
6. gratitude ☐
7. perseverance ☐
8. assertiveness ☐

a. the quality of not talking about or publicising one's abilities or achievements

b. the quality of expressing your opinions and needs clearly and confidently

c. a feeling of admiration for sb

d. the quality of treating people equally or in a way that is right

e. a strong feeling of sympathy for sb who is experiencing difficulties, and a desire to help

f. the determination to continue to do something even though it is difficult

g. the patience to accept people, their beliefs, behaviour and lifestyle choices even though they differ from your own

h. a strong sense of appreciation for what you have or have been given

E. Complete the sentences below using the adjectives in the box formed from the nouns in activity D.

respectful compassionate fair modest tolerant grateful persevering assertive

1. I am deeply _____ for all the help and support she has provided me with.
2. Although he is a successful businessman and an accomplished author, he is very _____ about his achievements.
3. Although the situation looked hopeless, her burning desire to succeed and her _____ nature would not let her give up.
4. My experience taught me the importance of being _____ and standing up for my beliefs.
5. Parents should teach children manners and to be _____ towards their elders from a young age.
6. Travelling broadens your mind and helps you become more _____ and able to accept different points of view.
7. This experience taught me the importance of being _____ and helping those who are less fortunate than myself.
8. Being _____ involves listening to both sides of the story before blaming someone for something.

F. Look at the highlighted idioms in the sample article. What do you think these idioms mean? Complete the sentences below with the words in the box to form idioms. Some of the words can be used more than once. Can you guess what the idioms mean?

eye chest heart head shoulder arm feet mind

1. I really **had my** _____ **set on** winning the Young Writers' Competition so when I lost I was really upset.
2. My parents taught me the importance of **speaking my** _____ so I always say how I feel about things.
3. This experience served as **a** real _____**-opener** because it taught me that our perception of beauty is determined by our culture.
4. I realised that Jenny was **giving me the cold** _____ because what I had said to her the day before had hurt her feelings.
5. I can't tell you the cost of the trip **off the top of my** _____, but I can check and get back to you.
6. My father and I may not **see** _____ **to** _____ **on** certain issues but we respect each other's opinion.
7. If something is worrying you, it's a good idea to confide in someone and **get it off your** _____.
8. I was going to sell the house I grew up in, but after my last visit to my home town, which filled me with childhood memories, I had **a change of** _____.
9. Living abroad and away from my parents helped me learn to **stand on my own two** _____.
10. Ben is a very active member of our community so I didn't need to **twist his** _____ to get him to take part in the charity event.

Writing

G. Read the writing task below and underline the key words/ phrases. Then do the tasks that follow to help you generate ideas.

A school magazine has invited students to contribute to a series of articles entitled 'A Lesson Learnt' for its next issue. Write an article in which you describe an experience that has had a big impact on your life and how this experience has changed you.

1. Think of an experience (imaginary or real) that has had a very big impact on your life and has brought about changes in how you behave in certain situations or towards certain people, and/ or how you feel and think about certain issues/ people/things.

2. Using the prompts on the cubes on the right and the questions given below, work on establishing the details of your experience. Take time to brainstorm ideas for each prompt and write down the ideas you come up with. The points you write down should be in the form of key words and phrases, NOT sentences.

3. Once you have worked on all six prompts, choose the ideas that you wish to include in your article.

Describe it: When and where did it happen? What events took place prior to the experience? What exactly did you experience? Who was involved? What were you required to do? How did you feel before/ during/after?

Compare it: What is this experience similar to? How does it differ from similar experiences that you have had?

Associate it: What did/does it make you think of? List the memories or thoughts that come to mind when reflecting on the subject. (For example, *When I think back to my holiday in South Africa, what comes to mind is the lively atmosphere of the Panorama Flea Market.* OR *The smell of roses reminds me of my grandmother and brings back memories of long, lazy summer days.* OR *When I recall the time spent with the Ghanaian women, I am filled with a deep sense of gratitude.*)

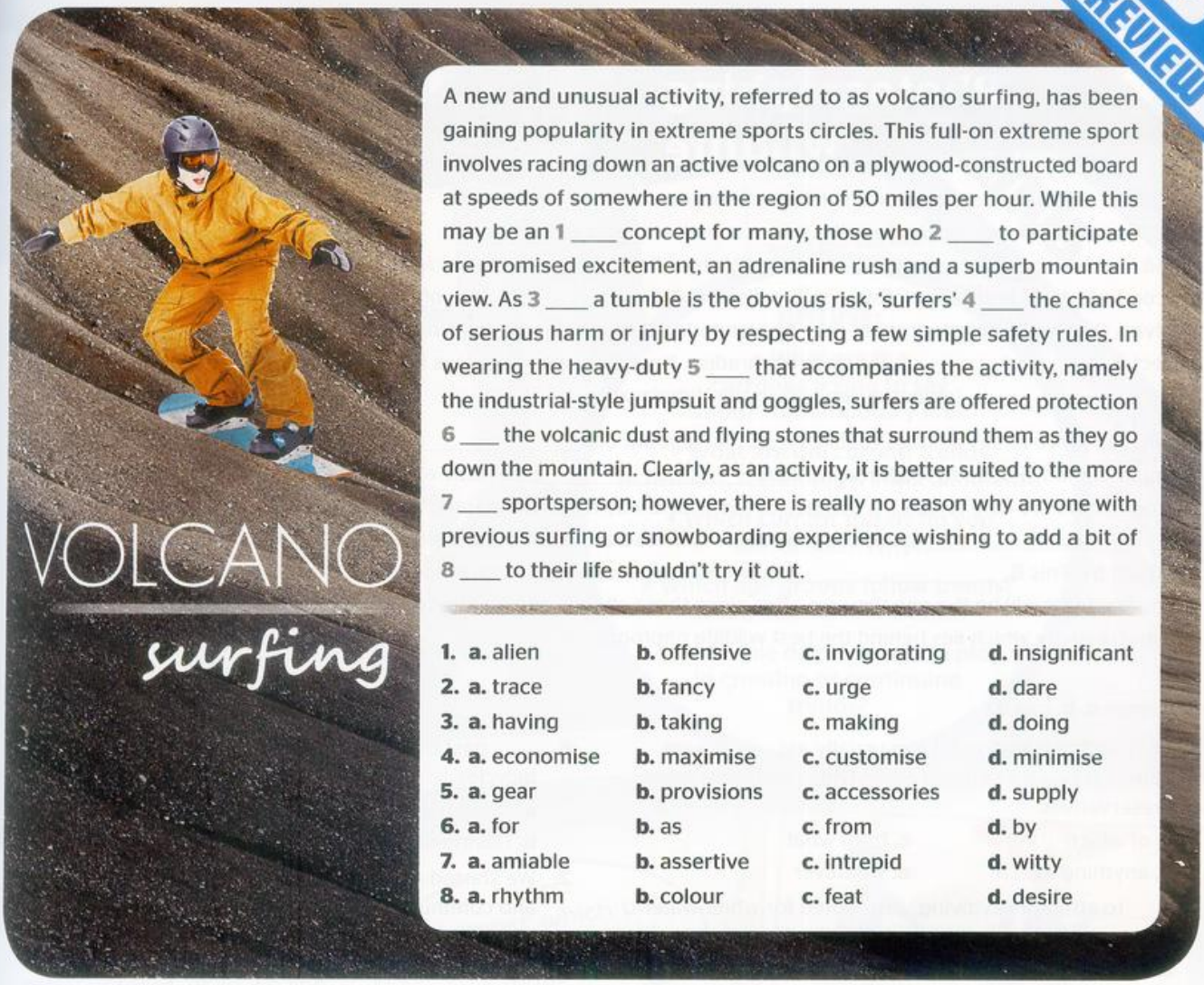
Analyse it: What did it involve? What did you learn from this experience?

Apply it: How has this experience changed you? How can you use what you have learnt?

Argue for or against it: Was it a positive or negative experience? What are the pros and cons of this experience? Would you like to experience something similar again? What can you tell others?

H. Refer to the Writing Reference (plan, TIP and phrases). Then use the ideas from the previous activities to write the article described in activity G (280-320 words).

A. Read the text and choose a, b, c or d.



A new and unusual activity, referred to as volcano surfing, has been gaining popularity in extreme sports circles. This full-on extreme sport involves racing down an active volcano on a plywood-constructed board at speeds of somewhere in the region of 50 miles per hour. While this may be an 1 ____ concept for many, those who 2 ____ to participate are promised excitement, an adrenaline rush and a superb mountain view. As 3 ____ a tumble is the obvious risk, 'surfers' 4 ____ the chance of serious harm or injury by respecting a few simple safety rules. In wearing the heavy-duty 5 ____ that accompanies the activity, namely the industrial-style jumpsuit and goggles, surfers are offered protection 6 ____ the volcanic dust and flying stones that surround them as they go down the mountain. Clearly, as an activity, it is better suited to the more 7 ____ sportsperson; however, there is really no reason why anyone with previous surfing or snowboarding experience wishing to add a bit of 8 ____ to their life shouldn't try it out.

1.	**a.** alien	**b.** offensive	**c.** invigorating	**d.** insignificant
2.	**a.** trace	**b.** fancy	**c.** urge	**d.** dare
3.	**a.** having	**b.** taking	**c.** making	**d.** doing
4.	**a.** economise	**b.** maximise	**c.** customise	**d.** minimise
5.	**a.** gear	**b.** provisions	**c.** accessories	**d.** supply
6.	**a.** for	**b.** as	**c.** from	**d.** by
7.	**a.** amiable	**b.** assertive	**c.** intrepid	**d.** witty
8.	**a.** rhythm	**b.** colour	**c.** feat	**d.** desire

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. She couldn't look after all the children so she asked her mother for help. **able**
   Not _____ of all the children, she asked her mother for help.
2. She has two sons and they are both still in secondary school. **finished**
   She has two sons, _____ secondary school yet.
3. The construction company where I worked stopped operating last month. **down**
   The construction company at _____ last month.
4. Since they lost to Liverpool, they were eliminated from the next round. **by**
   Having _____ Liverpool, they were eliminated from the next round.
5. If we want to avoid a crisis situation from unfolding, action is urgently needed now. **required**
   Acting with _____ if we want to avoid a crisis situation from unfolding.
6. Julia is thinking of opening up a bakery as she's naturally talented in baking. **knack**
   Julia _____ is why she is thinking of opening up a bakery.

5 REVIEW

C. Complete the text with the correct form of the words in capitals.

Photographing wildlife

One of the best ways to experience wildlife is to become a wildlife photographer, but to describe this occupation simply as hard work would be a bit of a(n) 1 _____. While watching documentaries from the comfort of our homes, we often don't realise the 2 _____ of the work involved. One week a photographer may be wandering through dangerous jungle to locate the perfect 3 _____ for birds of paradise. Next, he's spending days in a hut in 4 _____ temperatures high in the Himalayas.

STATE
STRENUOUS
VIEW
ZERO

Filming very rare or shy animals requires a certain amount of 5 _____. For example, sightings of snow leopards are so 6 _____ that only experienced photographers are able to catch a glimpse of them. One way for photographers to deal with this is to 7 _____ place motion sensor camera traps where they believe the animals may pass by. This 8 _____ they get at least one photo of the animal, but it does not guarantee it will be the one they are after, since these chance encounters rob the photo of the human creativity which lies behind the best wildlife photography.

PERSEVERE
FREQUENT
STRATEGY
SURE

D. Choose a, b, c or d.

1. As I regularly work out, I can usually eat ____ I want, although I do try to avoid foods which contain a lot of preservatives.
   a. of which **c.** from what
   b. anything which **d.** whatever
2. ____ to attempt skydiving, Josh opted for white-water rafting during his holiday in Australia.
   a. He never wished **c.** Not wishing
   b. Unable to wish **d.** Wishing not
3. There is a student that I sit next to during my art class ____ are really rather impressive.
   a. which can paint **c.** who has a skill for painting
   b. whose painting skills **d.** whom painting skills
4. ____ daily, these vitamins promise to boost your energy levels.
   a. Taken **c.** Been taken
   b. Having taken **d.** Having been taken
5. ____ martial arts, Mike now has considerably more free time to dedicate to his new business venture.
   a. Dropped **c.** Having dropped
   b. Dropping **d.** Having been dropped
6. ____ past the park, I saw Jessica and Laura riding their bicycles.
   a. Driven **c.** Driving
   b. Having driven **d.** Having been driven
7. We started our hike across the country fields at dawn and continued all the way up until dusk, ____ we were all exceedingly tired and ready to call it a day.
   a. which **c.** by which point
   b. on which **d.** for which time
8. The archaeologist showed us ____ the first artefact had been discovered.
   a. where **c.** from where
   b. to which **d.** on which
9. There were well over 300 people at the charity event last night, ____ several individuals that I had the pleasure of meeting at the same event last year.
   a. with who **c.** by which there were
   b. among whom were **d.** during which
10. An earthquake hit the city last week, the consequences ____ devastating.
    a. of which have been **c.** for which there have been
    b. in which having been **d.** being far more

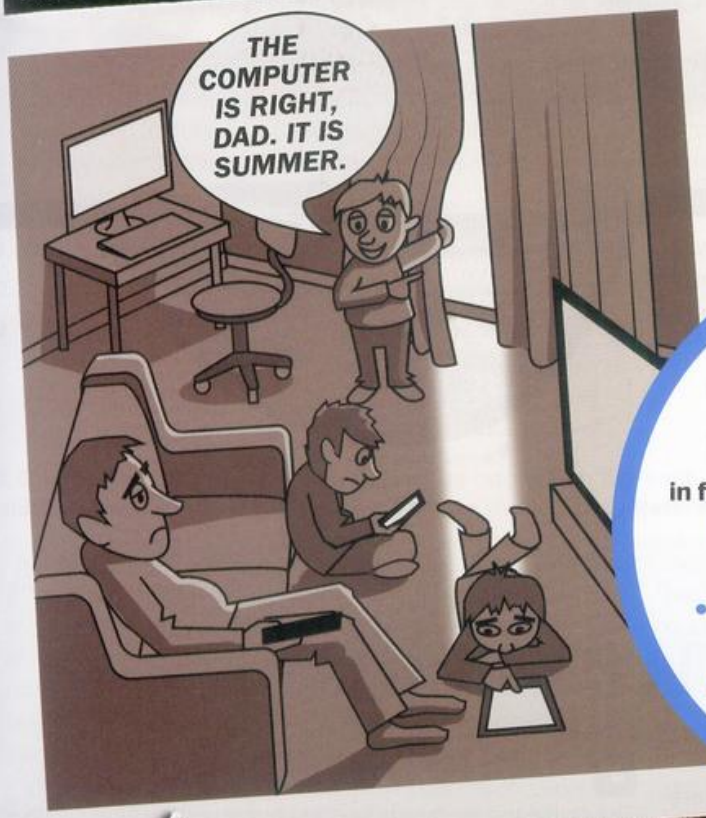
Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to holidaying and travelling, encountering new experiences and learning new life lessons ☐
- refer to, define and give additional information about people, places, things and ideas ☐
- use participle clauses ☐
- use verb suffixes; compound nouns; conversational phrases; phrases and collocations related to sound and silence; phrases expressing success and failure; expressions with 'take'; idioms; nouns and adjectives referring to human qualities ☐
- write an article that includes a personal account ☐

6 Trends



Discuss:

- What are the cartoons trying to say about contemporary life?
- What are the current trends in fashion, technology, entertainment?
- Which current trends do you like/dislike? Why?
- Which age groups follow trends? Which ones create trends?
- What role does the media play in creating or continuing trends?

In this module you will...

- discuss issues related to trends in technology, fashion, entertainment, exercise and lifestyle
- learn how to express hypotheses about what is likely to happen
- learn how to refer to something imaginary, unreal or unlikely to happen in the present/future
- learn to refer to untrue situations and events in the past
- expand your vocabulary by learning noun suffixes; viewpoint/commenting adverbs; collocations with 'make', 'get' and 'put'; vocabulary related to fashion
- expand your vocabulary by distinguishing between words easily confused
- learn vocabulary used to describe and interpret charts and graphs
- learn how to write an opinion essay
- acquire skills and strategies that will help you in exams

Reading 1

A. Discuss.

- What do you use the Internet for? Do you often upload photos or post information?
- When you browse the Internet, how do you decide what to read and what to ignore?

B. Below is a magazine article about information and the attention filter. Seven paragraphs have been removed from the extract. Without paying attention to the missing paragraphs, read the text quickly and answer the following questions.

- When is 'information overload' experienced?
- What kind of problems can be caused by multitasking?

The attention filter

It doesn't take a genius to see that we are surrounded by more data than we can handle. The digital revolution has released a storm of emails, messages, tweets, updates, social feeds, news articles and opinion blogs, creating a cacophony of information that clamours incessantly for our attention.

1

There's a limit to just how much of this information the brain can handle. Exposure to data in such large quantities is known as 'information overload' – and it's a very real problem in today's world. To make matters worse, the endless stream of digital prods from friends, companies, newspapers and other groups doesn't only ask that we consume data. It also requires input, acknowledgement, feedback – the creation of new data in response.

2

To cope with these demands on our time, many of us have become experts at multitasking. We have taken on all the roles that in the pre-digital era were delegated to others. We read (and even write our own) product reviews instead of turning to salespeople, and we seek out our own travel deals rather than call a travel agent. We also find ourselves fending off constant phone calls, text messages and personal emails that would once have been left to a secretary or at least confined to a voicemail machine until a convenient time of the day. Technology has enabled information to pursue us 24/7, and our brains are working in multitask overdrive.

3

As you might expect, such mental gymnastics come at a price. Multitasking causes levels of the stress hormone cortisol to rise in the brain. This response increases mental stimulation in the short term, but can lead to mental exhaustion when prolonged. It also boosts levels of the feel-good hormone dopamine, which explains why all those unread emails are so hard to ignore. Quite simply, the compulsion you feel to check your phone every time you hear a notification comes from your brain craving the hormone rush of being distracted.

4

The challenge we face is keeping our attention filters updated and sharp. This is nothing new – although the cloud of available data is undoubtedly growing, humankind has been facing the issue of information increase since long before the Internet added a new layer of complexity. No doubt, humanity faced the same problems when printed books were made available for the first time. Potential informational distractions have always been present; the modern digital world has merely exacerbated the problem.

5

Yet even technological filters are not 100% dependable. They make assumptions based on the information available to them, which, as a quick glance at my own social media feed makes abundantly clear, may be a disproportionate representation. We are encouraged to make connections with people who may be practically strangers, which means my list of 'friends' is peppered with old schoolmates I haven't seen since childhood, and distant relatives I've never spoken to. These brief and trivial connections are understood as links of culture or taste; they may barely exist, but they are still reflected in the data I consume.

6

So Internet filters have their flaws, as do humans. But the question is whether a fully personalised Internet experience would be truly desirable. The Internet of the early days was acclaimed as a forum for free information, away from the influence of mass media corporations and editorial teams. Filters are designed to make our Internet experience more relevant, but would their improvement enhance user experience or would it limit it?

7

Clearly we need to find the fine line between filter bubble and filter failure, where the freedom and diversity of the Internet is preserved, but our brains are able to handle this without giving in to information overload.

C. Below are two paragraphs, one of which fits gap 1 of the text. Read them and answer the questions that follow.

a Be it good or bad, this information abundance has a significant impact on people's lives. A recent survey suggests that the majority of users feel the Internet has positively affected their lives, helping them stay better informed and connected to the world. Being bombarded with information can be seen as a benefit rather than a burden, since it makes accessing knowledge all the easier.

b Most of this digital data is created by individuals like you and me. It's been estimated that every two days we create around five exabytes of data. To put this in perspective: it's been proposed that if one could gather up all information created from the beginning of time until the year 2003, it would constitute the same amount.

1. What is the main point of each paragraph?
2. Which paragraph do you think better fits the gap?
3. Which words link the information in the paragraph you have chosen to the adjoining paragraphs of the text? Underline them.
4. What do you notice about the other paragraph? Does it have words that could link it to the paragraphs before and after gap 1 of the text? Why is it an incorrect choice?

D. Choose from paragraphs A-G below the one which fits each gap 2-7 of the text. There is one extra paragraph which you do not need to use. (See TIP 3 in the Reading Reference)

A Multitasking, the experts would tell us, is not merely a bad habit. It's a delusion. 'When you think you're doing two or more things simultaneously,' stated one professor of neuroscience during a recent discussion, 'what you're really doing is flicking your attention rapidly back and forth between those activities. You can't actually focus on more than one at a time.'

B These have all been created in an attempt to make our lives easier and less complicated, but it's not unusual to hear the complaint that technology is running, rather than facilitating, our lives. The availability of information, far from freeing up the mind for more important tasks, can actually lead to stress, as individuals feel pressured to consume all the information that popular culture tells them they should.

C Despite what many people would say, however, humanity is not simply suffering from a global technology addiction. Instead, several theories have diagnosed us with a severe case of 'filter failure'. This refers to the idea that we have all developed 'attention filters' to help us decide where we distribute our attention. We know, for example, to avoid wasting time or brain power on the caller who tells us that our bank needs to confirm our details, and to toss the envelope claiming we've won £1,000,000 straight in the bin. When these filters fail we become susceptible to demands on our time that we would otherwise have ignored.

D Thus, each piece of information gives rise to more user-generated content. In the same way that we once felt socially obliged to reply to personal letters, we now feel the onus to respond to open-ended social media posts. We are bombarded with updates on our close and not-so-close acquaintances, and we feel we have no alternative but to acknowledge them in some way – if only because we ourselves know the sorrow of a special event passing without a comment or a photo going un-liked.

E It's these kinds of assumed associations which spawn spam advertisements for a product we have no interest in, simply because one of our online connections has purchased one. If you speak to your best friend every week in person but rarely communicate through social media, the site has no knowledge of your relationship and is more likely to prioritise trivial updates from acquaintances over your friend's important news.

F To offset this, however, technology has also evolved to aid our efforts at filtering them. Social media sites allow us to choose which friends we want to follow closely; search engines present us with 'suggested' results of items we are more likely to be interested in – based on what we've viewed in the past – and filter out those we are not. Similarly, news feeds prioritise articles for us based on what is perceived to be our tastes.

G The answer you get depends on who you ask, but some people argue that tailoring information to an individual's already established opinions and interests creates a bubble of artificial isolation around each of us. By personalising our experience, data filters are ensuring that we only encounter information which reinforces our views, not information which challenges them. The personalised Internet does away with diversity and is transformed into a reflection of each user's personality.

E. Look at the highlighted words in the text and in paragraphs A-G and match them with their meanings.

1. cacophony ☐
2. prod ☐
3. exacerbate ☐
4. acclaim ☐
5. onus ☐
6. spawn ☐

a. responsibility or duty
b. to produce
c. a mixture of unpleasant, loud sounds
d. to express approval of sb/sth
e. to make worse
f. an encouragement to do sth

F. Discuss.

- Do you find it stressful when emails or social media notifications intrude on your time? How do you deal with this?
- How much spam do you receive? How do you deal with it?

Vocabulary

A. Look at the sentences below taken from the text on page 98. Which of the viewpoint/commenting adverbs in the box could we use to replace the adverbs in bold without a change in meaning?

surprisingly undeniably probably
obviously frankly

*... although the cloud of available data is **undoubtedly** growing, humankind has been facing the issue of information increase...*

***Clearly** we need to find the fine line between filter bubble and filter failure...*

B. Read the sentences and circle the correct adverb in each.

1. You aren't **seriously / definitely / frankly** thinking of moving to Iceland, are you?
2. We didn't expect the app to become so popular, but **clearly / astonishingly / naturally** it was downloaded more than a million times in the first month of its release.
3. **Generally / Wisely / Interestingly** speaking, young people enjoy reading adventure fiction, so it would be in our best interests to invest in writers of that genre.
4. I'm aware that it's a system employees don't know how to use, and that **wrongly / personally / obviously** it will take them a while to get used to, but in the long term it will save us a lot of time.
5. The two of them work part-time, so **apparently / presumably / rightly** they won't want to stay at a really expensive hotel, unless of course their parents are paying.
6. We had heard that the new manager was going to be in his early twenties, but **apparently / generally / simply** he's in his late thirties.
7. It was **theoretically / oddly / obviously** painful for him to get up and walk by himself on a broken leg, but I didn't have a key to let myself in.
8. **Seriously / Technically / Surprisingly**, we were supposed to hand in our exam papers by eleven o'clock, but they gave us another five minutes to finish up.
9. She had always wanted to go on a balloon ride, so when we asked her to join us, **naturally / honestly / certainly** she said 'yes'.
10. This program has been **astonishingly / luckily / interestingly** successful in helping the visually impaired write text more quickly.
11. The event has **confidentially / truly / apparently** been cancelled, otherwise we wouldn't be the only people waiting here.
12. It was **unbelievably / generally / truthfully** believed at the time that the Earth was flat.

C. Add suffixes to the words below to form nouns. Make any necessary changes. Can you think of any more examples for each suffix?

Many nouns are formed by adding a suffix to a verb, adjective or another noun. The most common noun suffixes are: **-ness, -ment, -ion/-tion/-sion/-ation, -ity, -ing, -ance/-ence, -hood, -ship, -dom, -y/-ty, -ure, -ism, -al, -cy.**

possess → _____
introduce → _____
inspire → _____
include → _____
define → _____
permit → _____
identify → _____

ignore → _____
reluctant → _____
prefer → _____
convenient → _____

popular → _____
generous → _____
vulnerable → _____
necessary → _____

injure → _____
loyal → _____
wise → _____
likely → _____
leader → _____
gather → _____
adjust → _____
fail → _____
approve → _____
conscious → _____
sceptic → _____
private → _____

D. Read the note and complete the sentences with the correct form of the words in capitals. Use a dictionary if you need to.

Since many words have more than one noun derivative, make sure you clearly understand the context of a sentence so that you choose the right one. Look at the following examples:
- assist → assistance/assistant
- stable → stability/stabilisation/stabiliser

1. The _____ at the charity event was high despite the bad weather. **ATTEND**
2. The opening of the new mall is going to affect the _____ of the owners of all the smaller neighbouring shops. **LIVE**
3. His _____ to help us with our project left us speechless. **REFUSE**
4. We thought Justin wouldn't recognise us, but when he saw us, he nodded in _____. **ACKNOWLEDGE**
5. The new intern impressed everyone with her abilities and _____. **RESOURCEFUL**
6. George had already been living in New York for 15 years when he applied for American _____. **CITIZEN**
7. When a fire breaks out, it is important that everybody acts with the utmost _____. **URGENT**

8. Parents should place _____ on the amount of money their teenage children are allowed to spend. **RESTRICT**

9. The actor quickly rose to _____ after winning an award for his stunt skills in a blockbuster. **STAR**

10. Her restaurant's _____ is fish that is brought fresh every morning from the island she comes from. **SPECIAL**

E. Complete each group of sentences with the verb *make*, *get* or *put*. Each sentence may need a different form of the verb.

1. • We didn't _____ so much time and effort into this for you to come along and start criticising every little detail!
   • I don't think I'll have enough time to _____ all my affairs in order if they make me move to Brussels within the next month.
   • When we were kids, our parents always _____ a limit on how much time we spent glued to a screen.

2. • Don't _____ excuses for what happened – take responsibility for your actions and admit you handled it wrongly.
   • Amelia _____ a living by blogging about her travels around East Asia.
   • Jack got very upset when I tried to _____ light of the fact that he had broken his tablet; I was only trying to cheer him up so he wouldn't focus on how much it would cost him to get a new one.

3. • Have you seen the time? We'd better _____ going if we want to arrive on time.
   • Josh pretended to clear his throat to _____ Jane's attention, but she was too preoccupied to notice him.
   • Everyone else laughed, but I don't think those two _____ the joke.

4. • I don't usually accept work handed in after the deadline, but I'll _____ an exception just this once.
   • Changing a gadget every time a newer version is promoted is a costly practice, but manufacturers would have you believe it _____ absolute sense.
   • I tried to help my niece with some arts and crafts, but after _____ a complete mess of things, I had my mum help her.

5. • How much longer are you going to let your sister dictate how you live your life before you _____ a stop to her bullying?
   • I know you're overwhelmed by all this information, but try to _____ things into perspective and it'll be easier for you to see what the right thing to do is.
   • You shouldn't just _____ your trust in a bank to protect you from someone hacking your accounts – behave smartly when online.

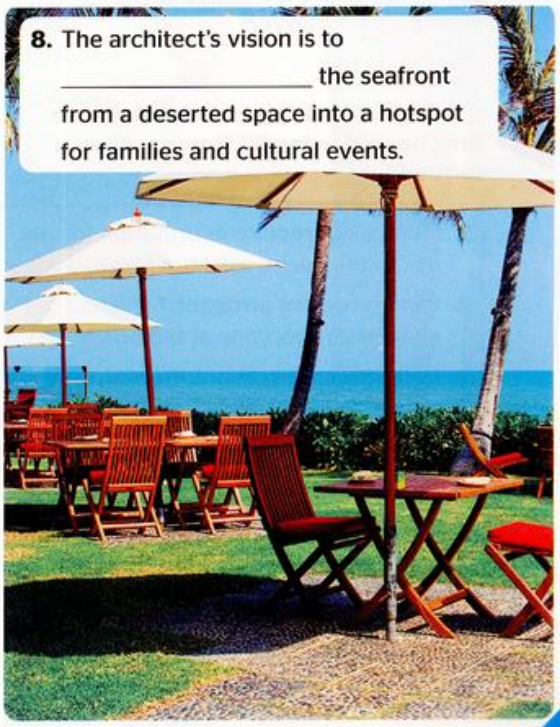
F. Complete the sentences with the correct form of the verbs in the boxes. All the verbs describe types of change.

convert adapt evolve alter

1. Keith's new trousers are too long, so I'll need to get them _____.
2. The English language is _____ faster than ever, in part because it borrows words from other languages.
3. We were thinking of _____ the office space we rent out in town into a small gallery for local artists.
4. It may surprise you that more and more people over 70 are _____ to the times and becoming active online.

transform reform adjust modify

5. The education system needs to be drastically _____ if we want to produce citizens capable of critical thinking.
6. I loved the recipe but _____ it by using coconut flour instead of wheat flour because my husband is intolerant to wheat.
7. I was told to _____ the height of my office chair because the setting it was on would eventually create problems for my legs.
8. The architect's vision is to _____ the seafront from a deserted space into a hotspot for families and cultural events.



Grammar Conditional sentences, Inversion in conditionals

A. Read the examples and match them with the functions a-g.

1. You wouldn't have missed your science class if you had woken up earlier.
2. If I were you, I would start looking for another job.
3. If you happen to drive by a supermarket, could you get some orange juice?
4. I'd eat sushi every day if I lived in Japan.
5. If I hadn't been away on a business trip, I would have gone to Jake's wedding.
6. Leslie won't come to work tomorrow if she's still ill.
7. You get green when you mix yellow and blue.

a. to describe an imaginary situation in the present ☐
b. to describe a general truth ☐
c. to describe a real or probable situation in the present or future ☐
d. to express opinion/advice ☐
e. to express regret ☐
f. to express chance/possibility ☐
g. to express criticism ☐

B. What type (0, 1, 2 or 3) are the examples 1-7 above?

C. Read the examples below. How can they be said using if? How are they formed?

1. Should you require information for the upcoming event, ask Miss Miles.
2. Were he not so arrogant, he would get along with everyone at the office.
3. Had they known about the storm earlier, they wouldn't have gone camping.

D. Rewrite the sentences starting with the words given.

1. Don't stay up all night surfing the Internet or you will be sleepy tomorrow.
   If _____
   _____
2. Cindy didn't come on the fishing trip with us because she'd made plans to visit her brother in Lyon.
   Cindy would _____
   _____
3. I don't think it's a good idea to keep that kind of information from your wife.
   If I were you, _____
   _____
4. There's a slight possibility you'll find a yellow notebook in your car. Please give me a call if you do, because I seem to have misplaced it.
   If you happen _____
   _____
5. We only met Mary and Lisa because we went on that trip to Iceland.
   If we _____
6. He doesn't work in retail anymore so he doesn't get a discount on designer brands.
   If he were _____
   _____
7. If you signed up for the course now, you would get a 30% discount.
   Were you _____
   _____
8. If we hadn't seen the sign, we would have got lost.
   Had we _____

E. Answer the questions below in pairs or small groups.

If you had to live in another country, which country would it be?

What would you have done on your last holiday if money had not been an issue?

What will you do if you wake up late tomorrow?

If you could spend €2,000 in 24 hours, what would you spend it on?

What will you do if you don't have class tomorrow?

Had you not begun learning English, which language would you have chosen to learn?

If you could travel back in time, which time in history would you want to visit?

Listening

A. Discuss. Use some of the words/ phrases in the box.

- Read the quotes. What are they trying to say about fashion?

"I don't like trends. They tend to make everybody look the same."

"Fashion is a form of ugliness so intolerable that we have to alter it every six months."

"True beauty comes from within."

- How fashion-conscious are you? Do you consider yourself to be fashionable?
- What's the difference between style and fashion?
- What's the difference between a fashion icon and a fashion victim?
- Which fashion trends from the past would you like to see make a comeback?

express one's individuality
conform
fashions come and go
date
out-of-date
short-lived trend
timeless
a passing fad
a fashion/trend/craze/fad catches on
to be on trend
be in / out of fashion
be all the rage
be in vogue
be the height of fashion
be ahead of your time
a slave of/to fashion
be indifferent to fashion
set a new trend
trendsetter
make a fashion statement
to dress for the occasion
take a lot of pride in one's appearance
glamour and beauty
have a sense of style
mix and match

B. You will hear three different extracts. For questions 1-6, choose the answer (a, b or c) which fits best according to what you hear. There are two questions for each extract. (See TIP 1 in the Listening Reference)

Extract 1

You will hear a fashion designer talking about the cyclical nature of fashion trends.

1. According to the designer, what determines whether a past fashion trend makes a comeback?
   - **a.** the ease with which it can be modernised
   - **b.** its popularity the first time round
   - **c.** its uniqueness as a style
2. Why does the designer refer to 1920s fashion?
   - **a.** to provide examples of trends that have made a comeback
   - **b.** to highlight the way it influences him
   - **c.** to illustrate how it has changed over the years

Extract 2

You will hear two people discussing a new fashion trend.

3. The man thinks that fashion designers should mainly focus on
   - **a.** creating visually pleasing designs.
   - **b.** coming up with original concepts.
   - **c.** producing functional items.
4. How does the man say he feels about most of his responsibilities in life?
   - **a.** dissatisfied
   - **b.** contented
   - **c.** anxious

Extract 3

You will hear two friends, Alan and Tracy, talking about the customisation of clothing.

5. By making reference to digital technology, Tracy reveals
   - **a.** her eagerness to buy something.
   - **b.** her understanding of why the trend has caught on.
   - **c.** her confidence that the trend will soon be outdated.
6. What do the two speakers agree on?
   - **a.** It is a novel experience for customers.
   - **b.** It gives the customer more control.
   - **c.** It strengthens customer loyalty.

6b

Reading 2

A. Discuss.

- What do you like doing in your free time?
- Do you consider your free time to be enough? Why? / Why not?
- What kind of things do you think you waste time on?
- How do you think free time should be spent?

B. Quickly read the four extracts taken from different online articles about leisure time in the UK. What is the main point of each extract?

THE TRANSFORMATION OF UK LEISURE TIME

Four authors comment on how leisure time has recently changed in the UK

A Nowadays, there is a huge emphasis placed on taking part in leisure-time activities that result in self-improvement, with many people preferring hobbies that offer an opportunity to learn new skills deemed useful in the context of work or education (e.g. learning a language or taking an IT course). For these individuals, a hobby should not be a meaningless experience, but rather, a purposeful and constructive one that enables them to improve their credentials and, in turn, their employability. However, in placing personal development at the core of our leisure time there has been a move away from its true function and, as a consequence, our well-being is compromised. Leisure time should afford people the opportunity for relaxation, a chance to clear one's mind of all the stresses of the day. People of today, it seems, are increasingly prepared to put their working lives above everything else.

B Time is often perceived as precious, and for good reason; it is the one thing that we are unable to generate more of. Using it effectively is therefore important, and this is something that is being reflected in how we are choosing to spend our leisure time. Today's generation has a tendency to engage in multiple hobbies, whereas in the past, people often had just one. The combining of two leisure-time activities is also popular, where, for instance, shopping trips are combined with lunch dates with friends. While the aim is to maximise our leisure-time experiences, spreading ourselves so thinly across multiple activities only serves to dilute the quality of these experiences. At the same time, people are less inclined to venture out in pursuit of entertainment, largely due to the rapid development of technology, which has given rise to a range of virtual activities and state-of-the-art, home-based entertainment equipment, such as the home movie theatre.

C For a large segment of the working population, interrupted leisure time has become the norm, and with the Internet here to stay, many people have simply resigned themselves to a personal life encroached upon by work commitments. In being contactable around the clock, the result is the same wherever we happen to be; a more stressful free-time experience that runs counter to the objective of leisure time, which is of course, time spent away from work. Given this, it has never been more important to take part in hobbies that allow us to relax and unwind outside of working hours – which are frequently cited as the main reasons why people take up a hobby in the first place. Importantly, today's workforce is no longer prepared to fritter away their free time on meaningless activities, as their time is scarce and work demands high; far more thought is given to how to spend this cherished time more wisely.

D As a result of the recession we have seen low-budget, home-based activities soar in popularity in the UK. Low income has prompted many people to eat in rather than eat out and to watch sporting events on TV rather than go to the stadium. Despite the view that this has resulted in people having fewer enriching leisure-time experiences, nothing could be further from the truth. Prior to the economic downturn, leisure time was synonymous with consumerism, with free-time activities revolving around what to buy as opposed to what people actually did or whom they did it with. The recession reversed that. For a long time we have placed too much importance on spending as something that has the power to increase our happiness. People have once again realised the value of simple activities, such as enjoying a family meal together at home. What is more, people have considerably more free time today compared to past generations, despite the perception that they have less.

C. Read **TIP 6 in the Reading Reference** which provides information about cross-text multiple-matching tasks. Then read the four questions below. What do they focus on?

Which author

1. has a different view from author C on what motivates people to take part in a hobby? ☐
2. has a similar view to author B on the general attitude people have regarding the prioritisation of time? ☐
3. expresses a different opinion from author D on the reasons why people resort to home-based recreational activities? ☐
4. has a different opinion from the others on the quality of some people's leisure time in the UK? ☐

D. Choose from the extracts A-D the one that best answers **question 1** above. Follow the steps below.

- Read extract C again and underline the information that shows what motivates people to take part in a hobby.
- Go through the other three extracts and find/underline opinions mentioning motivation and hobbies.
- Which extract answers the question?

Now choose from the extracts A-D the one that best answers each of the **questions 2-4**. Locate and underline the part of the extract where the answer can be found.

E. Match the highlighted words/phrases in the extracts with their meanings.

1. deem ☐
2. dilute ☐
3. encroach ☐
4. run counter to ☐
5. fritter away ☐
6. soar ☐
7. revolve around ☐

a. to have sth as the main focus
b. to be the opposite of
c. to rise quickly
d. to waste
e. to spread and take over
f. to make sth weaker
g. to consider

F. Discuss.

- How do you feel about the opinions in the extracts?
- Do you think people your age make the most of their free time?

Vocabulary

A. When describing trends and changes, we often need to know how to refer to information and statistics presented in charts and graphs. Read the words/phrases in the box and write them in the correct box to show whether they signify something that is increasing, decreasing, remaining stable or constantly rising and falling.

climb dip dive fluctuate growth
remain steady jump level out plummet
downward trend unchanged drop
reach a high reach a plateau decline
vary reach a peak sink stay constant
reach a low soar upward trend skyrocket

↗

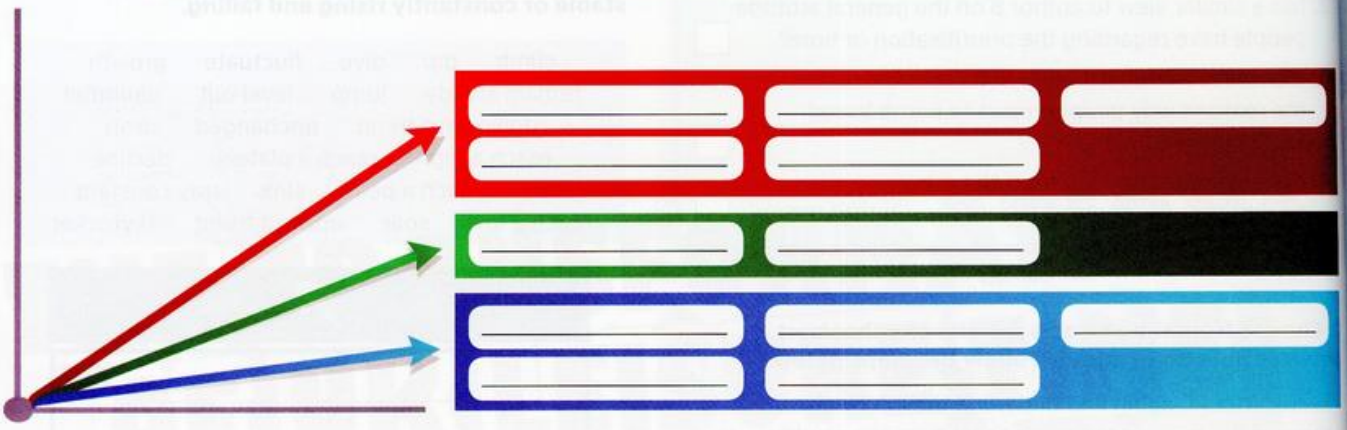
↘

→

Vocabulary

B. When we describe trends, we also specify the degree and speed of change. Write the adjectives given below in the coloured boxes according to the lines in the graph to indicate the degree and speed of change.

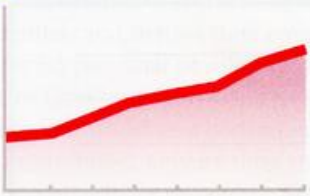
gentle dramatic steady marked small sharp moderate
slow rapid minimal sudden slight



C. For each graph, complete sentence a with the correct form of one of the phrases in the box. Then rewrite sentence a into sentence b by changing the combination verb + adverb to adjective + noun, or vice versa.

decline/gradual
increase/steady rise/sharp

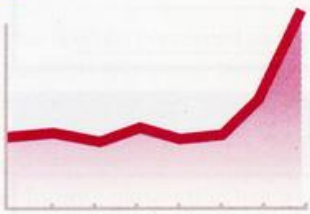
1



a. The number of Master's degrees has been _____ _____.

b. There has been _____ _____.

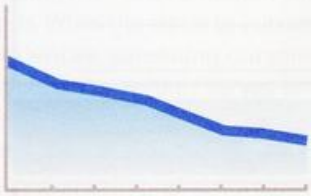
2



a. Recently, there has been _____ in the percentage of Britons visiting Croatia.

b. Recently, the percentage _____ _____.

3



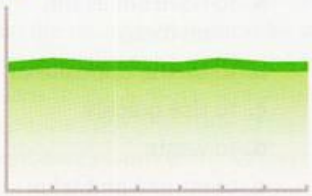
a. Cocoa bean prices have been _____ _____.

b. There has been _____ _____.

D. Complete the description for each graph with the correct forms of two alternatives from the words/phrases in the box. There are 2 extra words/phrases which you will not need to use.

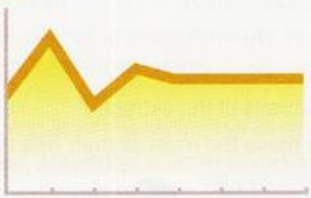
fluctuate go down level out reach a peak
remain steady stabilise stay constant vary

1



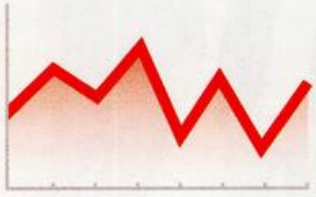
The number of new students per year _____ / _____ at approximately 200.

2



The price of the company's shares changed weekly, until the end of November when it _____ / _____.

3



The sales of trainers _____ / _____ wildly throughout the year.

Grammar Mixed conditionals, Other phrases with *if*, Alternatives to *if*

A. Read the sentences below and answer the questions that follow.

a. If I were a few centimetres taller, the coach would have chosen me to play in the basketball team.

b. If we hadn't missed the flight, we would be lying on a beach in the Caribbean now.

1. In which sentence does the **if-clause** refer to the past and in which does it refer to an unreal present?
2. In which sentence does the **main clause** refer to the past and in which does it refer to an unreal present?
3. Which two different types of conditional sentences were combined to create these mixed conditionals?

B. Choose the mixed conditional sentence which has the same meaning as the given sentence.

1. Greg didn't pass his driving test, so he can't borrow his dad's car yet.
   a. If Greg passed his driving test, he would have been able to borrow his dad's car.
   b. If Greg had passed his driving test, he would be able to borrow his dad's car.
2. Tina is generally absent-minded; yesterday she left her mobile in a clothes shop.
   a. If Tina weren't so absent-minded, she wouldn't have left her mobile in a clothes shop.
   b. If Tina hadn't been so absent-minded, she wouldn't leave her mobile in a clothes shop.

C. Match. Which words have been omitted from the phrases in bold?

1. The device is easy to set up. **If in doubt,**	☐
2. **If given** the opportunity,	☐
3. There's little money, **if any,**	☐
4. The restaurant is easy to find; **if necessary,**	☐
5. Jenny said she might prepare dinner for us; **if so,**	☐

a. read the manual.
b. I'll draw you a map.
c. there will be no need to order out.
d. would you travel around Africa?
e. left in his bank account, from what I know.

D. Complete the sentences with the words/phrases in the box.

in case of unless but for given that
so long as otherwise suppose

1. _____ you lost all your computer files, what would you do?
2. You can come to the fashion show with me, _____ you don't embarrass me in front of all the famous designers!
3. _____ the money he lent me, I wouldn't have been able to pay my rent last month.
4. I won't believe him _____ he shows me evidence of some sort.
5. Call the police _____ trouble.
6. _____ tablets have many educational benefits, our school gives one to each student at the beginning of the year.
7. I hope it stops raining. _____, the festival will be cancelled.

E. Rewrite each sentence beginning with the words given.

1. In the event that you were offered the management position, would you take it?
   Assuming _____
   _____
2. If it hadn't been for the rescue team, we would still be lost in the jungle.
   But _____
   _____
3. Imagine going there and not finding a place to stay, what would you do?
   Supposing _____
   _____
4. It doesn't concern me if she comes with us or if she doesn't.
   Whether she _____
   _____
5. John and Lewis can go skateboarding in the park only if they have finished doing their homework.
   Provided that _____
   _____

Speaking

A. Discuss.

- Which forms of exercise do you enjoy doing and which do you dislike? Why?
- Do you enjoy exercising alone or with other people?
- If you were to take up one of the following forms of exercise, which would you choose? Why?

swimming in a pool | basketball | going to the gym | hiking

B. In pairs, read the task and the information sheets below. Then do the activities that follow.

Selecting an activity for a sports centre

- You work at a sports centre that is planning to add a new activity to the existing selection of activities on offer.
- You are on the selection committee to decide on a new activity.
- Four activities have made it to the final selection process.
- Each of you will be given descriptions of two of the four activities.
- You will need to describe the two activities on your information sheet to each other, so that you both know the four activities.

INFORMATION SHEET 1

AQUA CYCLING The following list provides some relevant information about aqua cycling:

- participants per session: 10 max.
- $1,000 for 10 hydro bikes
- helps rehabilitate those with leg injuries
- water-based; no chance of injury or sore muscles
- not available at other gyms in the area
- use of outdoor pool; weather dependent

WALL CLIMBING The following list provides some relevant information about wall climbing:

- participants per session: 20 max.
- $15,000 for climbing wall and equipment
- will attract children
- develops trust between climbing partners
- can organise climbs with local rock-climbing club
- not recommended for individuals with a fear of heights

INFORMATION SHEET 2

TRAMPOLINE WORKOUT The following list provides some relevant information about the trampoline workout:

- participants per session: 15 max.
- $1,100 for 15 trampolines
- popular with teenagers and young adults
- element of fun
- no extra cost for gym members
- limited number of movements

AERIAL YOGA The following list provides some relevant information about aerial yoga:

- participants per session: 20 max.
- $2,600 for 20 hammocks
- will attract new members
- relaxes the mind and combats stress
- opportunity to be featured in the local *Aerial Arts* magazine
- not suitable for those suffering from vertigo, heart disease and high or low blood pressure

1. Listen to a man who is presenting aqua cycling by summarising the list of points given on information sheet 1. Answer the questions below.

a. In which order does he refer to the points? Write 1–6 on the information sheet.

b. Which of the points does the speaker group together? Why do you think this is done?

2. Listen to the same man presenting wall climbing and complete the phrases he uses. How does he paraphrase the six points?

1. ... it has the disadvantage of being _____ for those who are _____ of heights.
2. ... this activity will _____ huge crowds of children.
3. ... with 20 _____ at a time.
4. ... here, too, you form a team with your climbing partner, so you end up building a _____ relationship with that person.
5. ... climbs can _____ in collaboration with the rock-climbing club that's in the area.
6. ... _____ the climbing wall and equipment should come to around 15,000 dollars.

3. Read TIP 6 in the Speaking Reference about summarising and paraphrasing. Take turns to present the two activities on information sheet 2 by summarising the list of points given.

C. Listen to a dialogue between the man who presented the activities on information sheet 1 and a woman who has information sheet 2, and do the activities that follow.

1. Which activity do they each support?
2. Which activity do they choose in the end?
3. Read the tables below showing different expressions. Then listen again and tick the ones the two speakers use.

Acknowledging another speaker's view and presenting counter-arguments

- I can't disagree with you on that; however...
- Although that could work, don't you think it would be better if we...?
- You've made some very good points, but...
- Choosing X might give us..., but Y could...
- That would be a good idea if we had/wanted/needed..., but I think Y works better in this case because...
- While what you're saying seems reasonable, let's look at another aspect as well...
- Normally, I would pick X too, but in this case...
- Undoubtedly, X appears to have many advantages, but Y has the added benefit of...
- While it might be true that X is more..., still all in all...
- X seems like the obvious choice, but when you look at the facts...

Making recommendations and reaching a consensus

- Y sounds like the best option between the two.
- I consider X preferable to Y in this case. Don't you agree?
- To me, it makes more sense to choose X.
- I say we go with Y. What do you think?
- It looks like Y would be preferable under the circumstances, wouldn't you say?
- What do you say we stick with X?
- Out of the two, I'd say Y is the most satisfactory.
- I agree with you. Although X has..., it still makes for the best choice.
- I still have some doubts about X, but let's go for it anyway.

D. Read the note and the arguments in the white speech bubbles below supporting the trampoline workout. Imagine you are supporting aqua cycling. Offer counter-arguments, as in the example.

When supporting an idea/opinion/issue, present reasonable arguments and try to elaborate on them by providing details or examples. However, it is wise to look at both sides of an idea/opinion/issue and offer **counter-arguments** – that is, arguments that address the views of those who disagree with you. This gives you the chance to respond to objections and in the end make your arguments even stronger.

It would be best to invest in the trampoline workout, as it comes out cheaper. We can buy more trampolines for about the same amount of money.

example

In terms of cost, the trampoline workout seems like the obvious choice, but when you look at the facts you'll realise that it's not. You are very limited with what you can do on a trampoline. On the other hand, aqua cycling has so many benefits considering it's a water-based activity.

I think it's really important for people to exercise and have fun at the same time. That's why a trampoline workout is better.

It's an activity that adolescents and young adults will find very appealing.

E. In pairs, read the task below and TIPs 6 and 7 in the Speaking Reference. Then go to the Speaking activities section and do the activity. Remember to use expressions to present counter-arguments as well as to make recommendations and finally reach a consensus.

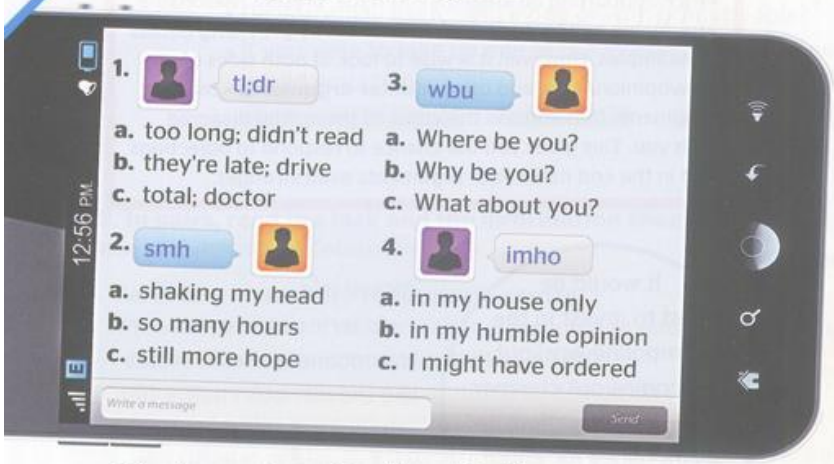
Selecting a student club

- You are members of a college committee responsible for the approval of student clubs.
- You are on the selection committee to decide on a club.
- Four clubs have made it to the final selection process.
- Each of you will be given descriptions of two of the four clubs.
- You will need to describe the two clubs on your information sheet to each other, so that you both know the four clubs.

Writing An opinion essay

A. Discuss.

- How well do you know 'textspeak'? Do you know what the following mean?



- Why do people use the abbreviated forms of words and replace words with numbers when texting?
- Do you think that using these abbreviated forms has negative long-term effects on one's ability to read, spell and write? Why? / Why not?

B. Read the writing task below and answer the questions that follow.

Some people believe that communicating through the use of texts, such as SMS, MMS and instant messages, is having a negative impact on the English language and on young people's ability to read and write. Others argue that texting is reinventing the way we use language to communicate. How do you feel? Write an essay, giving reasons to support your opinion.

1. Can you identify the key words in the writing task? Underline them.
2. What is the topic of discussion?
3. What does the writing task require you to do?

C. Read the essay written in response to the writing task. The first sentence (topic sentence) of each paragraph is missing. Look at the sentences a-f and match them with the appropriate paragraph of the essay. There are two sentences that you do not need to use. What do you notice about these two sentences?

1 Opponents claim it is ruining the English language and harming young people's literacy skills. On the other hand, supporters argue that electronic messaging has enhanced our communicative ability by transforming the English language and benefiting young people's ability to read and write. I personally support the latter point of view.

2 As texts require clear and concise writing, 'textspeak', which is the abbreviated language we use when texting, should be considered a language development. It makes it possible for us to express ideas as well as emotions in a limited amount of time and space. In fact, it bridges the gap between the spoken and written word since it combines features of both. 'Textspeak' is used in specific situations, usually in informal communication among friends and peers, so it should by no means be seen as a threat to the English language.

3 This is because it has made the written word an important means of communication for them. Being exposed to texts when reading and writing 'textspeak' as a part of their daily communication is beneficial for young people. Firstly, they need to know how to spell and use grammar in order to communicate effectively. Secondly, it sharpens their understanding of the English language and how they can use it creatively. Some supporters might even claim that learning to write and decode text messages is in many ways similar to learning a foreign language because new language rules apply.

4 Not only has it led to the creation of a new kind of language that makes communication fast and easy, but it has also increased young people's exposure to the written word. This, in turn, has helped raise their awareness of the English language and how it is used in different contexts. It is clearly evident that a new era of communication is shaping the English language to suit our evolving needs.

a. Concerning the effect that electronic messaging is having on the English language, far from destroying it, it is adapting the language to fit modern communication needs.

b. Turning to the effect that texting is having on young people's language skills, opponents argue that the use of abbreviated language is having a negative impact on children's ability to write and spell.

c. All things considered, I am convinced that electronic messaging has added an interesting new dimension to the English language.

d. Regarding literacy skills, contrary to what opponents may think, texting has helped to enhance young people's ability to read and write.

e. The widespread use of electronic messaging among young people today has created a great deal of controversy.

f. As for the effects that sending messages has on the English language, it cannot be doubted that it is making the language poorer by gradually destroying well-established writing conventions.

D. Answer the following questions concerning the essay.

1. What purpose does the first sentence (topic sentence) in each paragraph serve?
2. How does using sentences such as these make writing and reading the essay easier?
3. How do these sentences differ from the ones that follow in the paragraph?

When formulating a **topic sentence** make sure that it

- states the idea clearly so that the reader knows what the focus of that particular paragraph is.
- is not too general or broad as this will make it difficult for you to develop the idea adequately.
- is not too limited or narrow in scope as this will make it difficult for you to find something to say about it.

E. Read the sample essay again and complete the tasks below.

1 Read the points below. Then put them in the correct order to form the layout of the essay. Write a-g in the yellow box.

The writer:

a. paraphrases the information provided in the writing task.
b. briefly summarises the main points raised in the essay.
c. deals with the second aspect of the issue mentioned in the writing task by taking a particular stand on the issue and providing justification for it.
d. gives an indication of his/her opinion without analysing it.
e. makes a general statement to introduce the topic to be discussed.
f. states his/her personal point of view and justifies it.
g. deals with the first aspect of the issue mentioned in the writing task by taking a particular stand on the issue and providing justification for it.

Introduction
•
•
•
Main Part
•
•
Conclusion
•
•

2 Look at the highlighted words/phrases both in the essay and in sentences a-f and put them in the correct category in the table below.

presenting arguments	**PEOPLE FOR THE TOPIC** those in favour of (topic) 1. _____ defenders of (topic) **PEOPLE AGAINST THE TOPIC** those against (topic) 2. _____ critics of (topic) objectors to (topic) **PEOPLE IN GENERAL** some people adults/adolescents a large/small minority (of) a large/small majority (of) educationalists/sociologists/linguists/environmentalists/experts	3. _____ that 4. _____ that mention that state that point out that highlight that affirm that insist that (strongly) object to (topic) oppose (topic) are opposed to (topic) are of the opinion that feel that (firmly) believe that are (strongly) in favour of (topic)
expressing transition (indicating the topic being discussed)	5. _____, 6. _____, 7. _____, 8. _____, with respect/regard/reference to, as regards, with/in regard to, as to, about, relating to, as far as sth is concerned	
expressing cause/ reason	9. _____, 10. _____ (of), as, due to (the fact), owing to	
generalising	11. _____, to a large extent, to some extent, generally speaking, in general, on the whole, as a rule, in most/many cases, basically, for the most part	
emphasising	12. _____, 13. _____, as a matter of fact, even more, more importantly, above all, indeed, undoubtedly, particularly, in particular, obviously, especially, evidently, beyond a doubt, undeniably, unquestionably	

Writing

F. Read the sentences and circle the two words that correctly complete the phrase in blue.

1. It is not a(n) **issue / question / opinion** of forbidding children from using the Internet but rather of raising their awareness about the possible dangers.
2. A great deal of **subject / controversy / discussion** surrounds the use of social media and the impact that it is having on children's social development.
3. Supporters of social networking have put forward very convincing **views / remarks / arguments** in favour of this trend.
4. The question under **thought / debate / discussion** is whether selfie-posting is a sign of narcissism.
5. Schools and parents need to work together to address the **point / subject / issue** of the rising incidence of cyberbullying.
6. Linguists raise **objections to / views about / doubts about** the use of textspeak as they feel it is having a negative effect on children's ability to spell.
7. The social impact of homeschooling has been the subject of considerable **debate / controversy / opinion** for many years.

G. Complete the verb-noun collocations below using the words in the box. There are two correct answers for each.

controversy a view the question a/the subject
an opinion debate

1. bring up / discuss / introduce / raise / address / touch on _____ **OR** _____
2. have / express / hold / present / put forward / voice _____ **OR** _____
3. arouse / cause / create / provoke _____ **OR** _____

H. Read the writing task below and underline the key words/phrases. Then do the tasks that follow to help you generate ideas.

Some people believe that selfie-posting is an essential means of self-expression and communication. Others believe that it indicates that our society is becoming increasingly self-obsessed and narcissistic. How do you feel? Write an essay, giving reasons to support your opinion.

1. Look at the points in the box below and determine whether you consider them to be positive or negative. Write P or N next to each point.

- effective means of communication – a picture is worth a thousand words
- preoccupied with how other people see us
- an excessive need for approval and admiration
- capture and preserve memorable moments which you can share with others
- have a tendency to show off
- comparison with others can damage self-esteem
- pictures may give a bad/wrong impression
- may regret posting picture
- helps to boost self-confidence
- concerned about how many likes a picture receives
- way of connecting with other people
- a form of entertainment

2. Work in two groups. Group A should be in favour of taking selfies while Group B should be against. Discuss the arguments in the box with your group and also add your own ideas. Make sure you think of persuasive reasons to support your arguments and elaborate on them. Also, come up with counter-arguments which will help you support your point of view. Make any necessary notes.
3. Hold a debate. Present your arguments and try to win the other group over to your point of view.

I. Before you write the essay set in activity H, decide on the following:

- What position do you wish to take on the issue? Do you wish to take a specific stand and argue in favour of or against selfie-posting, or do you prefer to remain neutral?
- Which ideas from activity H are you thinking of using?

Now refer to the Writing Reference (plan and TIP) and write your essay (250-300 words).

A. Read the text and choose a, b, c or d.

Video games testing

Video games have always attracted young kids and adolescents but recent developments in mobile technology have helped the sector **1** ____ into a multibillion-dollar industry by widening its appeal. The boom in mobile technology has **2** ____ new generations of gamers while **3** ____ creating new job opportunities such as that of video games tester.

Some might think that the job of a video games tester is a breeze, but nothing could be **4** ____ from the truth. As opposed to spending all day enjoying their favourite video games, testers are **5** ____ to focus on a particular part or level of a game in order to identify and highlight any **6** ____, which should then be compiled in a report.

Candidates for the position of games tester needn't possess any academic **7** ____ but should be familiar with games and gameplay, and have an eye for detail. Also, since they work in **8** ____ with others, communication skills are a necessity. College students typically work as games testers to help pay for their studies, and following graduation it is not uncommon for them to return to the same company to take up a better position with a much-improved salary.

1. a. stabilise	**b.** venture	**c.** soar	**d.** evolve
2. a. spawned	**b.** bombarded	**c.** aided	**d.** reinforced
3. a. merely	**b.** simultaneously	**c.** theoretically	**d.** personally
4. a. longer	**b.** further	**c.** stranger	**d.** funnier
5. a. contented	**b.** confined	**c.** susceptible	**d.** obliged
6. a. flaws	**b.** drawbacks	**c.** failures	**d.** exceptions
7. a. performance	**b.** excellence	**c.** credentials	**d.** courses
8. a. turn	**b.** regard	**c.** collaboration	**d.** commitment

B. Choose a, b, c or d.

1. She had put a lot of ____ into the project, so she appreciated the acknowledgement of her peers.
a. effort **c.** emphasis
b. perspective **d.** reflection

2. I looked around and saw someone waving at me, obviously trying to ____ my attention.
a. give **c.** get
b. keep **d.** hold

3. Despite everyone else saying his jacket was outdated, Kevin was truly convinced it was the ____ of fashion.
a. price **c.** icon
b. rage **d.** height

4. **A:** We were all really astonished at how the young boy spoke to his parents.
B: Quite ____, I think it's wrong of them not to do anything about his behaviour.
a. clearly **c.** frankly
b. naturally **d.** seriously

5. Charlie was responsible for coordinating the groups and allocating tasks, but he made ____ of things.
a. an excuse **c.** an exception
b. a mess **d.** a living

6. After rapid fluctuations in the morning, share prices began ____ out towards midday.
a. levelling **c.** filtering
b. backing **d.** reaching

7. The anti-bullying organisation called on parents and schools to take ____ cyber-bullying among adolescents.
a. part in **c.** a stand on
b. pride in **d.** credit for

8. The soil in the region is ____ in minerals, making it ideal for planting several kinds of trees.
a. constant **c.** utmost
b. abundant **d.** satisfactory

9. The police officer raised ____ to treating the incident as just another random theft.
a. restrictions **c.** issues
b. objections **d.** doubts

10. We talked on the phone for a good ten minutes, but ____ enough, she didn't mention her niece's wedding.
a. unbelievably **c.** undeniably
b. honestly **d.** oddly

6 REVIEW

C. Complete the gaps in the text with one word only.

Strengthening the body

Chances are that sometime in your life you have wanted to lose weight, build your muscles or increase your stamina. If 1 _____, you will have probably used state-of-the-art equipment in a gym or perhaps purchased a set of hand weights for use at home. Given 2 _____ working out is often associated with the modern obsession with image, it 3 _____ surprise you to learn that using equipment to increase physical strength has been 4 _____ vogue since ancient times.

5 _____ you lived in ancient Greece, for instance, you would probably have trained by climbing ropes or by using weights made of stone. Moving on to the Middle Ages, if people wanted to build strength, the exercises they undertook 6 _____ most likely be related to combat. For example, 7 _____ the Mamluk period in the Middle East, soldiers would repeatedly thrust their swords into wet clay – the material 8 _____ which pottery is made – to strengthen their arms. And, supposing you had been born in 19th century England, you might have exercised with a set of Indian clubs, large wooden objects which had already been used for hundreds of years in Asia.

D. Choose a, b, c or d.

1. If you've already frittered away all this month's money, you ____ yourself to a more moderate lifestyle for a while.
a. resigned **c.** must resign
b. would resign **d.** resign

2. ____ asking personal questions, you can fend them off politely with compliments.
a. Should guests start **c.** Guests should have started
b. If guests had started **d.** Had guests started

3. Were the economic downturn to be reversed, the burden on taxpayers ____.
a. lightened **c.** would have been lightened
b. if lightened **d.** might be lightened

4. ____ her knowledge on the subject, I would have never finished the essay on time.
a. But for **c.** Even if
b. Otherwise **d.** Assuming that

5. ____ his eagerness for conversation, would you have discussed such a controversial topic?
a. As long as **c.** If it hadn't been for
b. In case **d.** Otherwise

6. We should be able to get front-row seats to the show ____ we get there at least three hours earlier.
a. provided **c.** so long
b. unless **d.** if only

7. ____ the weather is pleasant tomorrow, would you come with us to the beach?
a. Unless **c.** But for
b. Assuming that **d.** Whether

8. ____ modernised, we wouldn't have been able to comfortably accommodate the new teachers.
a. If the staff room has been **c.** The staff room has not been
b. Had the staff room not been **d.** Had not been the staff room

9. ____ anywhere in the world, where would you go?
a. In case you had travelled **c.** If you had travelled
b. Unless you travel **d.** If you were to travel

10. I'm not going anywhere ____ me what happened.
a. if so, tell **c.** unless you tell
b. when you had told **d.** in case you told

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to trends in technology, fashion, entertainment, exercise and lifestyle ☐
- express hypotheses about what is likely to happen ☐
- refer to something imaginary, unreal or unlikely to happen in the present/future ☐
- refer to untrue situations and events in the past ☐
- use noun suffixes; viewpoint/commenting adverbs; collocations with 'make', 'get' and 'put'; vocabulary related to fashion ☐
- use vocabulary to describe and interpret charts and graphs ☐
- write an opinion essay ☐

7 Think green

Test your Green knowledge

Are these statements true or false?

1. An idling car can release as much pollution as a moving car.
2. When appliances are turned off, they use no power.
3. Paper bags are better for the environment than plastic bags.
4. Reducing meat consumption can help curb climate change.
5. Organic food is grown without the use of pesticides.
6. Less water is used when washing plates in a dishwasher than when washing them by hand.
7. A traditional oven is a more energy-efficient alternative for reheating food than a microwave is.

Discuss:

- Are you concerned about the environment? What are some of the main environmental problems your city/country is facing today?
- How green is your lifestyle? Name three green things you do to help the environment and three that you would like to start doing.
- Do the quiz to test your green knowledge.

Score four or more, and your knowledge is solid!

In this module you will...

- discuss issues related to the environment
- learn how to use infinitives and the *-ing* form appropriately
- learn how to report statements, questions, commands and requests
- learn how to use special introductory verbs
- expand your vocabulary by learning words and collocations related to the environment; adjective suffixes; collocations with 'have' and 'give'; three-part phrasal verbs; words that, depending on their function in a sentence, have different meanings; phrases used in research studies; words used in a figurative sense
- learn how to write a letter (to the editor) expressing an opinion
- acquire skills and strategies that will help you in exams

7a

Reading

A. Discuss.

- Take a minute to note down things made of plastic that you use on a daily basis. How important is plastic in our lives?
- What would life be like without plastic?
- What are the negative consequences of the widespread use of plastic?
- How can we minimise the use of plastic?

B. Read the magazine article below entitled 'Drowning in plastic'. Why has the writer used that particular title?

DROWNING in plastic

A Throwaway living took off in the second half of the 20th century. Disposable coffee cups, plastic stirrers, and plates that could be tossed in the bin 'improved' our lives. Global plastic production soared from 1.5 million tonnes in 1950 to nearly 200 million tonnes in 2002. Today, it's reached the 300 million tonne mark. Reports of ocean garbage patches suggest that much of that plastic eventually ends up in our seas. Take a boat out far enough and you'll witness bottles, toy figurines, roller balls from underarm deodorants and thousands of plastic sandals all floating around in the sea. A project called The Ocean Cleanup has been testing floating platforms for collecting bigger bits of plastic, but they cannot deal with microplastics. Microplastics is the technical term for tiny pieces of plastic. They are so finely shredded by ocean currents that they're impossible to spot from a boat and are easily mistaken for food by sea creatures.

B A recent study by Marcus Eriksen, one of the co-founders of 5 Gyres, the organisation that studies plastic pollution in the seas, suggests that at least five trillion pieces of plastic, altogether weighing in at over 268,000 tonnes, are floating around near the surface of the sea. An incredible 92 per cent of the pieces are microplastics. According to Eriksen, we'll have to live with what's already out there. "It's going to sink, it's going to get buried, it's going to fossilize," he says. "There's no efficient means to clean up 5km down on the ocean floor." No one really knows what damage all that stranded microplastic is doing, but the hope is that once it's mixed up with the sediment, it's doing less of it. Yet the clouds of microplastics swirling in the water column pose a problem. The debris is easy for marine life to swallow, but the gunk that the plastics collect – such as pollution and bacteria – are also a threat.

C In May 2014, chemist Alexandra Ter Halle joined the Seventh Continent Expedition to the north Atlantic Ocean with the aim of analysing the gunk. She collected samples and is now analysing her data back at Paul Sabatier University in Toulouse, France, to work out why some plastics attract pollution as they age. "The difficulty lies in the fact that there are so many plastics, of different colours, shapes and compositions," she says. "It's difficult to extract a trend from all those pieces." Ter Halle believes the answer is prevention. She says that switching to biodegradable plastics could offer part of that solution. While the first generation of biodegradables just broke down into smaller pieces, the second generation may have some utility. Ter Halle suggests that they could, for instance, be handy for shopping bags.

D Yet Prof Richard Thompson, a marine biologist at Plymouth University, believes that the very notion of biodegradable plastic is flawed. "The idea that you could build into a plastic a feature that would enable it to fulfil its life in service without deteriorating and then, the minute it becomes an item of litter, it somehow rapidly and harmlessly degrades... it kind of seems like you're aspiring towards the impossible," he says. He recently attended a workshop in Portugal involving over 50 people from around Europe, including scientists, policymakers and industry types eager to offer ideas for solving the problem. But there was a shortage of cutting-edge solutions. "From my perspective, there was nothing new from any of the participants," he says. "A range of solutions are known to us, but it's more about translating that into action."

E To dramatically reduce the amount of plastic accumulating in the oceans, the 'loop' of producing and recycling plastics would have to become a closed one. This means that any material leaving the system as waste would enter it again as a renewable resource. One option is banning certain types of plastics for particular applications, such as the plastic microbeads used in facial scrubs and toothpastes. These tiny particles – often measuring less than 1mm – wash straight down the sink and are too small to be filtered out at the waterworks. All plastic products would need to be designed with an end-of-life care package. In short, solving the plastic problem in the oceans means solving plastic pollution, full stop.

C. Read sentences 1-5 below which reflect the main idea expressed in sections A-E of the text. Match the sentences to the corresponding sections. Write A-E in the boxes.

1. The problem of plastic pollution persists because proposals for redesigning plastic are unrealistic and few positive measures are being taken. ☐
2. The development of plastic has led to widespread pollution of the oceans. ☐
3. To solve the problem of plastic pollution, plastic needs to be totally recyclable. ☐
4. Finding a solution to plastic pollution is so complicated that prevention is possibly a better way to approach it. ☐
5. Microplastics, which cannot be removed from oceans, threaten marine life directly and indirectly. ☐

D. Below are ten questions. Read questions 1-4 and note the words in bold. Which one of the general words in bold is being described in section A? Find and underline the phrases that justify your answer.

Which section mentions the following?

1. the **need** for responsible product design ☐
2. a **development** which has potential for improvement ☐
3. the undesirable **consequences** of contemporary lifestyles ☐
4. a **concept** commonly accepted as the solution to the problem of plastic pollution being dismissed ☐
5. a lack of new and advanced ideas about dealing with pollution problems ☐
6. uncertainty about the extent of the harm caused to ocean ecosystems ☐
7. the aesthetic impact of plastic pollution ☐
8. the necessity of putting ideas into practice ☐
9. a consequence of plastic pollution that will remain ☐
10. the diversity of plastic causing setbacks in the scientific study of pollution ☐

Now answer the rest of the questions by choosing from the sections A-E. Locate and underline the part of the text where the answer can be found. (See TIP 5 in the Reading Reference)

The questions can include some general words such as **plan**, **problem**, **advantage**, **impact**, **change**, **need**, **suggestion**, etc. As such words are not likely to be included in the text, you must carefully read what each section says and find phrases that describe the general words mentioned in the questions.

7a

Vocabulary

A. Look at the extracts from the text on page 116. What part of speech are the words in bold? Which words do they derive from? Which suffixes have been added?

disposable *coffee cups*

global *plastic production*

B. Read the note and add suffixes to the words below to form adjectives. Make any necessary changes. Can you think of any more examples for each suffix?

> Many adjectives are formed by adding a suffix to a verb or noun. The most common adjective suffixes are: **-able/-ible**, **-ant/-ent**, **-y**, **-ly**, **-ous**, **-al/-ial**, **-ic**, **-ical**, **-ful**, **-less**, **-en**, **-ary**, **-ive/-ative**, **-ed**, **-ing**, **-ish**.

1. access → _____
2. accident → _____
3. athlete → _____
4. benefit → _____
5. represent → _____
6. amateur → _____
7. cost → _____
8. urge → _____
9. encourage → _____
10. wood → _____
11. effort → _____
12. truth → _____
13. memory → _____
14. custom → _____
15. biology → _____
16. preoccupy → _____
17. ignore → _____
18. shadow → _____
19. synonym → _____
20. destruct → _____

C. Read the note and complete the sentences with the correct form of the words in capitals. Use a dictionary if you need to.

> Since some words have more than one adjective derivative, make sure you clearly understand the context so that you choose the right one. Look at the following examples:
> - interest → interested/interesting
> - economy → economic/economical
> - sense → sensible/sensitive
> - depend → dependable/dependent

1. _____ efforts should be made to help reverse climate change as much as possible. **PERSIST**
2. It's highly _____ that we will ever discover all the species on earth, since some are driven to extinction even before we are aware of their existence. **DOUBT**
3. It is _____ whether farmers can grow crops without using pesticides. **DEBATE**
4. Your symptoms may be _____ of a serious health issue; you should consult a specialist at once. **INDICATE**
5. Mike and Brenda are building an _____ house that will work independently of the power and gas grids, as well as of the water and sewage systems. **AUTONOMY**
6. The signs of spilt fuel on the ground around the warehouse may be evidence that the fire was _____ and not an accident. Therefore, police are treating the case as arson. **INTEND**
7. Marianne felt an _____ sense of loss when she saw how her beloved village had turned into an industrial town. **OVERWHELM**
8. When it comes to pollution, none of us are _____; we have all contributed in some way to the crisis we now face. **BLAME**
9. This environmental organisation does not rely on government funds but solely on _____ donations. **VOLUNTEER**
10. Our _____ efforts do not focus on handing out money, but on helping people find productive work and respectable living spaces. **PHILANTHROPY**

D. Match the words in the boxes with a group of words to form collocations.

environmental	solar	sustainable	waste	toxic

1. _____ fumes / chemicals / gases / dump / emissions / pollutant
2. _____ development / agriculture / energy / design
3. _____ disposal / collection / reduction
4. _____ awareness / impact / policy / monitoring / contamination / damage / deterioration / disaster / diversity
5. _____ heating / power / energy / panel

emissions	energy	plant	resources	substance

6. alternative / renewable / clean / atomic / nuclear / solar / wave / wind _____
7. power / nuclear reprocessing / water treatment / waste recycling _____
8. non-renewable / sustainable / unlimited / energy / natural / mineral _____
9. toxic / chemical / hazardous / organic / natural _____
10. carbon (dioxide) / exhaust / vehicle / greenhouse gas _____

E. Use some of the collocations from activity D to complete the sentences below.

1. The documentary is about how used materials are processed at a(n) _____ and turned into something reusable.
2. New Zealand is a prime example of _____: it has coastlines, mountains, volcanoes, lakes and rivers, caves, glaciers, fjords and subtropical forests.
3. _____ includes recycling, composting and burning or burying of waste and should be carried out with sensitivity to the environment.
4. Our goal should be to move from _____, such as coal and oil, to resources that exist in unlimited supply, such as solar and wind energy.
5. The school curriculum raises children's _____ from an early age so as to create citizens who will be sensitive to the threats our planet faces.

F. Complete the newspaper clippings with the correct form of the verbs *have* and *give* to form expressions.

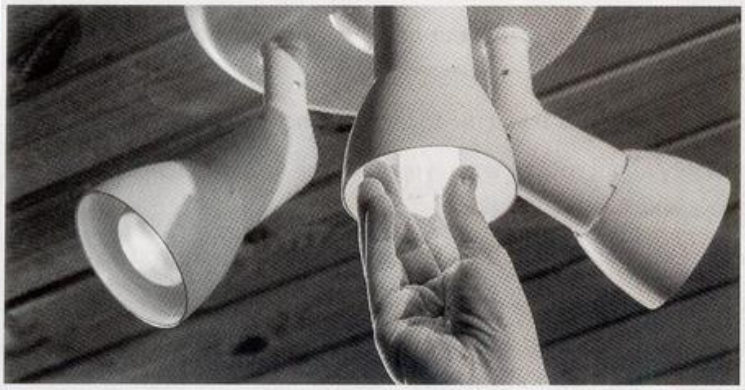
1 The government _____ **no option but to** enforce strict measures if the country is to reach its goals of reducing carbon emissions.

2 Although the company has kept a low profile so far, they are now _____ **voice to** their fears that the oil spill may have caused a lot more damage than was initially thought.

3 Recent reports on the extent of illegal logging in the Amazon have _____ **rise to** worldwide protests demanding the conservation of our planet's largest rainforest.

4 The non-profit organisation has been accused of spending large amounts of donated money on things that _____ **nothing to do with** the conservation of the national park.

5 Most households consume more energy than is reasonable, although fortunately many _____ **the good sense to** at least use energy-efficient light bulbs.



6 Their goal is to clean up all widely used beaches before this month is over, so they'll _____ **their work cut out for them** to get it done on time.

7 Small businesses agree that without the government _____ **them a helping hand**, it is too costly for them to attempt to go green in this economic climate.

8 'Those who dump agricultural pollutants in the country's rivers _____ **a lot to answer for**,' said the Minister for the Environment.

Grammar Infinitives and *-ing* form

A. Read the sentences below and answer the questions that follow.

- **Recycling** is the process of **collecting** materials that would otherwise **be thrown** away and using them **to produce** new products.

- I do volunteer work because it makes me **feel** good about myself.
- A large percentage of sea pollution is believed **to be caused** by plastic.
- Kevin appreciates your **lending** him the car tonight. He doesn't know how **to thank** you.

1. Which form is used to express purpose?
2. Which form can be used as the subject of a verb?
3. Which verbs are followed by a bare infinitive?
4. Which form is used after prepositions?
5. How is the infinitive formed in the passive voice?
6. Which form is used after a possessive adjective?
7. Which form is used after a question word?

B. Read the pairs of sentences and decide in which pairs the phrases in bold mean the same. What is the difference in meaning in the other pairs?

1. a. I'll never **forget going** to that beautiful beach on Crete.
   b. I **forgot to go** to that beach on Crete you told me about.
2. a. I **regret to tell** you that I can't reveal anything since it's a secret.
   b. I **regret telling** you my secret, since you told everyone.
3. a. Oil spills are not easy **to clean up**.
   b. **Cleaning up** oil spills is not easy.
4. a. I **started to make** my own natural handmade soap when I found out how harmful to the environment most commercial soap was.
   b. After finding out how harmful most commercial soap was to the environment, I **started making** my own natural handmade soap.
5. a. The lecturer **went on to give** examples of human activities that cause global warming.
   b. The lecturer **went on giving** examples for another five minutes of human activities that cause global warming.
6. a. On his way to the gym, Kevin **stopped to buy** a plastic bottle of water.
   b. Kevin **stopped buying** plastic bottles of water because they're not eco-friendly.
7. a. I **meant to stay** up all night and wait for you, but I was so tired I fell asleep.
   b. I am going to finish this, even if it **means staying** up all night to do so.
8. a. The walls in my bedroom **need painting**.
   b. The walls in my bedroom **need to be painted**.
9. a. I **like taking part** in plant-a-tree events.
   b. **I'd like to take part** in a plant-a-tree event.
10. a. It seems that simple changes in our everyday lives can **help slow** climate change.
    b. It seems that simple changes in our everyday lives can **help to slow** climate change.

C. Read the sentences below. Tick the correct ones and correct the mistake(s) in the incorrect ones.

1. I woke up suddenly when I heard a loud noise come from outside.
2. We were pleased hearing that the majority of the students were looking forward to help us with the beach clean-up initiative.
3. I'd rather to buy a washing machine that's more expensive but doesn't consume so much energy.
4. Are you in favour of a country generating all of its electricity from renewable sources?
5. Mr Chapman was the first in our neighbourhood installing solar panels on his roof.
6. I did everything you asked me to except send the emails.
7. Why worry about money when you have the opportunity get a scholarship?
8. You were supposed to finish that by now. What's taking you so long?
9. In addition to having chest pains, Jack had difficulty breathing.
10. By the end of the day, we hope to have planting 1,000 trees in the forest.

8. Complete the text with the correct form of the verbs in brackets.

WILL THEY DISAPPEAR?

Rising sea levels have made many islands in the Pacific and Indian oceans vulnerable to destruction. Many scientists claim that islands like Kiribati, Tuvalu and the Maldives are in danger of 1 _____ (sink). The cause is none other than climate change, which has led to an increase in the Earth's temperature, causing ice at the poles 2 _____ (melt). Most people think that there's no point in 3 _____ (hope) for a happy ending. The people living on these islands should simply 4 _____ (leave) the area before it's too late.

Thomas Keller, a geologist and environmentalist, urges people 5 _____ (not panic). New research shows that there isn't sufficient evidence yet 6 _____ (prove) that these islands are going to sink. Many scientists admit 7 _____ (observe) changes on some of these islands – changes which show that they are in fact growing to adapt to the new circumstances. 'Reef islands, like the Maldives, seem 8 _____ (change) shape and move,' Keller explains. 'We expect islands 9 _____ (cope) with the higher sea levels. 10 _____ (flood) appears 11 _____ (be) a bigger issue at the moment and one which we cannot afford 12 _____ (ignore).'

It's still too soon 13 _____ (be) sure of what is going to happen. However, as Keller says, 'One thing we do know is that human activity is highly responsible for 14 _____ (cause) climate change and the serious consequences it has for the planet. If we all go on 15 _____ (pollute) the environment the way we do now, we might 16 _____ (reach) the point of no return. We have a tendency 17 _____ (blame) large industrial factories, but we all have a responsibility. We must 18 _____ (consider) 19 _____ (change) our lifestyles 20 _____ (reduce) our carbon footprint on the planet.'

Listening 1

You will hear three different extracts. For questions 1-6, choose the answer (a, b or c) which fits best according to what you hear. There are two questions for each extract. (See TIP 1 in the Listening Reference)

Extract 1

You will hear two students, Beth and Tom, discussing fresh water.

1. In Beth's opinion, how can the water crisis be solved?
   - **a.** through reduced water consumption
   - **b.** through the development of specific technologies
   - **c.** through the utilisation of untouched supplies of fresh water
2. They both think that the effects of diminishing freshwater supplies
   - **a.** are already becoming visible.
   - **b.** are not being taken seriously.
   - **c.** are unlikely to be felt anytime soon.

Extract 2

You will hear a man talking about his job as a soil scientist.

3. When the man describes his career history, he
   - **a.** shows the typical career path that a soil scientist takes.
   - **b.** highlights that the role of a soil scientist is diverse.
   - **c.** underscores the need to advance scientific knowledge on soil.
4. What point is made about deteriorating soil quality?
   - **a.** It is an unavoidable consequence of farming.
   - **b.** The use of chemicals may not be the cause.
   - **c.** Prevention is better than cure.

Extract 3

You will hear an architect talking about green building designs.

5. When talking about global warming, the architect appears to be
   - **a.** determined to raise awareness about the issue.
   - **b.** encouraged by the response of architects.
   - **c.** amazed at the general lack of concern.
6. The architect uses solar panels as an example of an eco-friendly building feature that
   - **a.** can be incorporated into a building at any point.
   - **b.** is problematic to install at a later date.
   - **c.** should be considered at the design stage.

7b

Listening 2

A. Discuss.

- What kind of things do you do to save energy in your household?
- Do you use energy-efficient light bulbs in your home? Why? / Why not?

B. Complete the statements below by choosing one of the given options. Then check your answers with your teacher and discuss.

1. Energy-efficient light bulbs use _____ less energy than traditional incandescent light bulbs.
   a. 25% **b.** 50% **c.** 75%
2. The traditional incandescent light bulb emits 70% _____ heat than an energy-efficient light bulb.
   a. more **b.** less
3. Energy-efficient light bulbs last approximately _____ longer than traditional incandescent light bulbs.
   a. 5 times **b.** 10 times **c.** 20 times
4. If each household in the USA replaced one traditional incandescent light bulb with an energy-efficient light bulb, in just a year greenhouse gas emissions equal to _____ cars could be eliminated.
   a. 8,000 **b.** 80,000 **c.** 800,000

C. You will hear a segment from a radio show. After the discussion, you will be asked some questions about what was said. From the three answer choices given in each case, you should choose the one that best answers the question according to the information you heard. (See TIP 2 in the Listening Reference)

1. What was the purpose of the study?
   a. to highlight the necessity of energy-efficient lighting
   b. to redesign existing technology
   c. to compare energy-efficient lighting alternatives
2. Why has there been strong consumer demand for the traditional incandescent light bulb?
   a. Because of its longevity.
   b. Because of its price.
   c. Because of its pleasant glow.
3. According to the professor, what makes the traditional light bulb energy inefficient?
   a. Only a fraction of the energy used to power it is used for its intended purpose.
   b. 90% more energy is required to power it compared to energy-saving bulbs.
   c. Its internal structure overheats quickly, thereby using more energy.
4. What did the US researchers set out to achieve through their work?
   a. to generate energy faster
   b. to minimise the temperature of the filament
   c. to recycle wasted energy
5. What did the study show about the new development in comparison to current energy-saving technologies?
   a. It is considerably more energy efficient.
   b. It has so far been unable to surpass their levels of energy efficiency.
   c. It is equally as energy efficient.

D. Below are some phrases from the listening activity that are often used in research studies. Listen and complete the missing words.

1. Over the years, **considerable** _____ **has been paid to** how light bulbs can be improved to be made more energy efficient.
2. Recently, **a** _____ **piece of research has attracted much interest** from both scientists and environmentalists for the potential impact it could have on the eco-friendly lighting industry.
3. So, **the main** _____ **of the US research** was to come up with a process that could prevent this heat from being lost in the first place, which they achieved by constructing a specific type of structure that surrounds the filament.
4. And the researchers were able to **demonstrate the** _____ **of** increasing the efficiency of the traditional light bulb from around 2% to around 6.6%.
5. Nonetheless, **the** _____ **suggest that** this new process, in the future and with more research, could be as much as 40% efficient.
6. While this is not yet at a stage where it is commercially possible, as a development, **scientists** _____ **that** it has huge potential and **may have important** _____ **for** the protection of the environment.

Vocabulary

A. Below are two extracts from the listening activity. What is the difference in the meaning of the word 'potential' as it is used in the two sentences? What part of speech is the word in each case?

1 *Recently, a groundbreaking piece of research has attracted much interest from both scientists and environmentalists for the **potential** impact it could have on the eco-friendly lighting industry.*

2 *While this is not yet at a stage where it is commercially possible, as a development, scientists speculate that it has huge **potential** and may have important implications for the protection of the environment.*

B. Complete each group of sentences with a word from the box and then explain what the word means as it is used in each sentence.

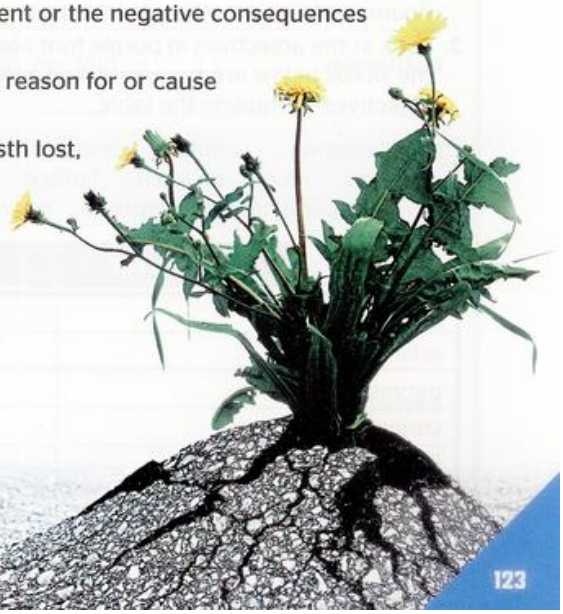
commercial ideal light objective public relative

1. a. Our main _____ in organising this fundraiser is to bring in enough money to set up a wildlife reserve.
   b. It's difficult for him to be _____ when he's judging the performance of his own child.
2. a. Guess what?! I got an email from a distant _____ who lives in Sweden and wants to visit.
   b. The price of a tablet is _____ to how new that particular model is.
3. a. My niece wanted me to give her a ride on my back, but she's not as _____ as she used to be.
   b. If you _____ the candles, don't forget to blow them out before you leave the room.
   c. _____ was streaming in through the window, making the dust on the surfaces visible.
4. a. This building can be used only for _____ purposes. It cannot be turned into flats.
   b. Have you seen the _____ for that new type of hybrid car?
5. a. At Pacific College, we live by the _____ of respecting other people's dignity and supporting social justice.
   b. In a(n) _____ world, people would live in harmony with nature, protecting it and being fed by it in return.
   c. The _____ would be to be able to work from home while the kids were growing up.
6. a. We need to increase _____ awareness of this issue.
   b. I wouldn't mind an increase in taxes if that meant better _____ services.
   c. The castle is open to the _____ from ten till four.

C. Read sentences 1–8 and match the three-part phrasal verbs in bold with the meanings a–h.

1. They falsely claimed that they dealt with the factory's toxic waste in a responsible manner, but their lies **caught up with** them and now they have been heavily fined. ☐
2. Carbon offsetting is the practice of reducing emissions of carbon dioxide or other greenhouse gases to **make up for** the emissions made elsewhere. ☐
3. The aim of the non-profit organisation is to **reach out to** people who are being forced to relocate due to a natural disaster. ☐
4. He claimed his produce was organic, though he used chemical fertilisers. He thought he could **get away with** deceiving people, but after a surprise chemical analysis by inspectors, he was found out. ☐
5. My colleagues were debating the usefulness of green taxes, but I know little on the subject, so I decided to **stay out of** it. ☐
6. More than ever before, people are beginning to **wake up to** the reality of what desertification is doing to our country and to the need for action. ☐
7. He told us he'd be getting a hybrid car, but after all the negative comments he'd made about them over the years, we wondered whether he'd **go through with** it. ☐
8. The unusually low attendance at the tree-planting event was **put down to** the bad weather. ☐

a. to avoid becoming involved in sth
b. to start to realise that a problem or situation exists
c. to do sth you have planned or agreed on, despite the difficulty involved or your unwillingness to do so
d. to begin to have problems with sth you have managed to avoid for some time
e. to try and establish communication with sb in order to obtain or offer help
f. to escape punishment or the negative consequences of a wrong action
g. to assign sth as the reason for or cause of sth else
h. to compensate for sth lost, damaged or bad



Vocabulary

D. Match the beginnings of the sentences (1-9) with their endings (a-i). Then answer the questions that follow.

1. The use of aerosols, such as air fresheners, has dire consequences not only ☐
2. It is becoming increasingly difficult to avert disasters caused by natural phenomena as ☐
3. Mount Everest was once a pristine environment ☐
4. By extracting massive amounts of oil, gas and coal from deep within the earth, ☐
5. The question of whether to prioritise human development or environmental protection does not need to be a dilemma ☐
6. Although most people focus on how global warming causes irregular weather patterns, ☐
7. At our company there is a pervasive belief that we can always become greener, ☐
8. Because of increasingly shrinking wildlife habitats, ☐
9. Coral reefs have experienced an unprecedented level of destruction in the last decades, ☐

a. but is now a place degraded by piles of rubbish left behind by climbers.
b. the number of animals in certain areas is dwindling and their migration habits are being disrupted.
c. if we commit our efforts to designing products made exclusively with biodegradable materials.
d. we are depleting our limited supply of these finite resources.
e. in terms of air pollution but also in terms of human health, as they contain carcinogens.
f. but thankfully the damage is not yet irreparable.
g. so we are cutting down on air travel to improve our green credentials.
h. irreversible climate change is giving rise to more and more extreme weather.
i. another inevitable outcome is crop failures which lead to food shortages.

1. Look at the verbs in blue font above. What do you think they mean?
2. Look at the adjectives in green font above. Which verbs are the root words of these adjectives? What other nouns could you use these adjectives with?
3. Look at the adjectives in purple font above. Which of the words below are synonyms and antonyms for these adjectives? Complete the table.

uncommon polluted endless unavoidable severe mild unspoilt limited decreasing expanding widespread preventable

	SYNONYM	ANTONYM
dire		
pristine		
pervasive		
shrinking		
finite		
inevitable		

Grammar Reported Speech

A. Read the interview below and do tasks 1, 2 and 3 that follow.

Replastic is a clothing brand that reuses plastic bottles to create fashionable clothes. Patty Gardener, the creator of Replastic, tells us about this brand.

How did you come up with the idea of Replastic?
Five years ago, I visited a local beach and noticed a lot of plastic bottles all over the place. I had heard about how plastic bottles could be turned into polyester so after some research, Replastic emerged.

Can you use the bottles to make any type of clothing?
That is our goal. Next month we will launch new items, like jeans and handbags, as we will start making denim.

What's Replastic's mission as a brand?
If we are reducing waste even by just a little, we have already succeeded. Our aim is to increase people's awareness about recycling and reusing materials. So, stop throwing plastic bottles away and start buying our clothes!

1 Below is the same interview which has been rewritten using Reported Speech. Look at the original interview and complete the gaps with the appropriate words/phrases.

Replastic: Turning plastic into fashion

Patty Gardener, the person behind Replastic, was interviewed for New Trends Today Magazine, and we learnt some interesting things about her clothing line. When we 1 _____ Patty how 2 _____ with the idea of Replastic, she replied that 3 _____ a local beach five years 4 _____ and 5 _____ a lot of plastic bottles all over the place. She added that she 6 _____ about how plastic bottles 7 _____ into polyester so after some research, Replastic emerged. Next, we wanted to know 8 _____ the bottles to make any type of clothing. She said that 9 _____ goal. Patty informed us 10 _____ new items, like jeans and handbags 11 _____ month, as 12 _____ making denim. When asked what Replastic's mission as a brand 13 _____, Patty replied that 14 _____ waste even by just a little, 15 _____. She added that 16 _____ to increase people's awareness about recycling and reusing materials and ended by telling us all 17 _____ throwing plastic bottles away and 18 _____ buying their clothes.

Grammar

2 What kind of changes do you have to make when changing from Direct to Reported Speech?

3 Which verb forms do not change from Direct to Reported Speech?

B. Read the following sentences. What might the speaker have originally said?

1. Chris invited me to the beach clean-up he had organised that weekend.
2. Catherine accused Peter of lying to her.
3. Mark apologised for being late for the appointment.
4. Carrie promised to email me the details of the project as soon as possible.
5. The security guard ordered us not to enter the building.
6. The young boy refused to eat vegetables for dinner.
7. William suggested attending a lecture about organic farming.

We use **special introductory verbs** to report the general meaning or message of what someone said rather than their exact words.
'Don't worry, I'll help you,' Mark said.
Mark offered to help me.

C. Choose a, b or c. In some cases, more than one answer may be correct.

1. John admitted _____ the speed limit while driving in a residential area.
   a. breaking **b.** to breaking **c.** that he had broken
2. The environmentalists advised us _____ solar panels on the roof of our house to save on electricity.
   a. install **b.** to install **c.** installing
3. Julie denied _____ a fire in the forest and said that it had probably been someone else.
   a. lighting **b.** having lit **c.** that she had lit
4. The residents complained _____ nothing to solve the problem of the polluted river.
   a. about the authorities doing **b.** that the authorities did **c.** the authorities to do
5. We agreed _____ doing things to reduce our carbon footprint.
   a. starting **b.** that we would start **c.** to start
6. Peter's teacher demanded that _____ the test again.
   a. he take **b.** he should take **c.** he is taking

D. Write the special introductory verbs from activities B and C in the correct category/categories below. Can you think of other verbs for each category?

verb + full infinitive	
verb + object + full infinitive	
verb + (object) + (preposition) + *-ing* form	
verb + *that* clause	

E. Rewrite the following sentences using Reported Speech. Use the verbs given.

1. 'I'll take the rubbish out,' said Bob. **volunteered**
   _____
2. 'You must report the incident to the police,' the man told me. **explained**
   _____
3. 'You can take pictures of the paintings without using flash,' the art gallery employee told us. **permitted**
   _____
4. 'Will I ever finish the assignment in time?' Natalie thought. **wondered**
   _____
5. 'Don't come in until I say so,' Jenny said to her sister. **told**
   _____
6. 'I may go to the farmers' market tomorrow,' Wendy told me. **informed**
   _____
7. 'How about getting somebody to help us with the preparations?' said Justin. **suggested**
   _____
8. 'Why do you leave the tap running while brushing your teeth?' my mum wanted to know. **asked**
   _____

Speaking

A. Look at the mind map below which shows how certain environmental issues and phenomena are linked to one another and what the consequences of these relationships are. Complete the gaps with the consequences in the box.

a. creates environmental refugees
b. causes ice to melt and sea levels to rise
c. makes rainfall less predictable and dependable
d. causes extreme weather events and natural disasters
e. smog and air pollution are created

burn fossil fuels

emit smoke and toxic fumes into the atmosphere

1 _____

acid rain is formed

affect public health

contribute to the greenhouse effect

contribute to ozone depletion

cause global warming

2 _____

contributes to increase in average temperatures

3 _____

cause mass destruction and infrastructure problems

destroy(s) natural habitats and cause(s) the death of plant and animal species

4 _____

put low-lying coastal regions at risk of flooding

5 _____

leads to serious water shortages

cause injuries, fatalities, the spread of diseases and mental health problems (e.g. stress)

impacts agricultural production negatively

deterioration of quality of life and the global environment

B. Discuss.

- How are infrastructure problems linked to extreme weather events and natural disasters?
- How does ozone depletion affect public health?
- What are some effects of acid rain?
- Do you think humans are responsible for most environmental issues? Why? / Why not?
- Make a similar mind map for the environmental issue below:

Industries and power plants

produce toxic waste

discharged in rivers, lakes, oceans

dumped on land

C. Work in pairs. Below are some pictures of different situations. Do the tasks that follow using some of the words/phrases in the boxes. (See TIPs 3 and 5 in the Speaking Reference)

TV Documentary – Think Green

1

Look at pictures A and D and talk together about what sounds you associate with these situations. Talk together for approximately 1 minute.

2

Look at pictures B and C and talk together about how common these practices are in your country. Talk together for approximately 1 minute.

3

Imagine that a television company is producing a documentary called 'Think Green'. The pictures (A-D) illustrate the topics that will be included. Talk together about how the activities suggested in the pictures help protect the environment. Then suggest one more activity that could be included in the documentary. Talk together for approximately 3 minutes.

Picture A
demonstration/protest/march/rally activists/environmentalists take to the streets placards/banners with written slogans voice disapproval/objections/concern governmental laws/regulations/policies
Picture B
electric car battery-powered run on electricity petrol-free charge in an electric power outlet
Picture C
clean, free, renewable energy sources wind turbine solar panels absorb convert into generate
Picture D
environmentally-friendly form of transport commuting by bike reduces vehicle emissions helps combat traffic congestion reduces noise pollution

D. Discuss.

- Who do you think is more responsible for addressing the problem of pollution, individuals or the government?
- How important is it for the development and use of renewable energy sources to become a priority for all countries?
- How can protecting the environment improve people's standard of living?
- Do you think the effects of climate change will affect your life/country? Why? / Why not?
- Does your town/city make it easy for you to do things that are beneficial for the environment (recycling, bicycle lanes, alternative energy, etc.)?
- Do you think the media are helpful in raising awareness of environmental problems? How?

Writing A letter (to the editor) expressing an opinion

A. Look at the picture and discuss.

- Which of the items shown can end up as e-waste (electronic waste) if they are not disposed of properly?
- Why is it important to dispose of e-waste properly?

B. Read the writing task below and underline the key words/phrases. Then answer the questions that follow.

An international magazine is planning a series about environmental issues. Readers are invited to send letters about an environmental problem that they consider to be of great concern. You decide to write a letter, describing an environmental problem that you feel needs to be urgently addressed, giving reasons why immediate action is required and stating what measures should be taken. Write your letter.

1. What are you required to write?
2. Who is the recipient?
3. What three points must you include?

C. Read the sample letter for the writing task above. Has the writer covered all three points?

Dear Editor,

I am writing in response to the invitation to readers that was featured in last month's issue of your magazine. As a concerned member of society, the environmental problem that I would like to draw attention to is the growing amounts of e-waste that are currently ending up in landfill sites around the world. This **issue** should be considered a priority for governments worldwide.

E-waste is the fastest-growing type of waste in the world. **This** is mainly on account of the widespread availability and affordability of electronic devices, **which** has led to a greater consumer demand for new products and a subsequent reduction in the lifespan of older, more outdated devices. This **situation** is made worse by the fact that people are largely uninformed about the effective disposal of electronic devices, which means that most of them end up in landfill sites.

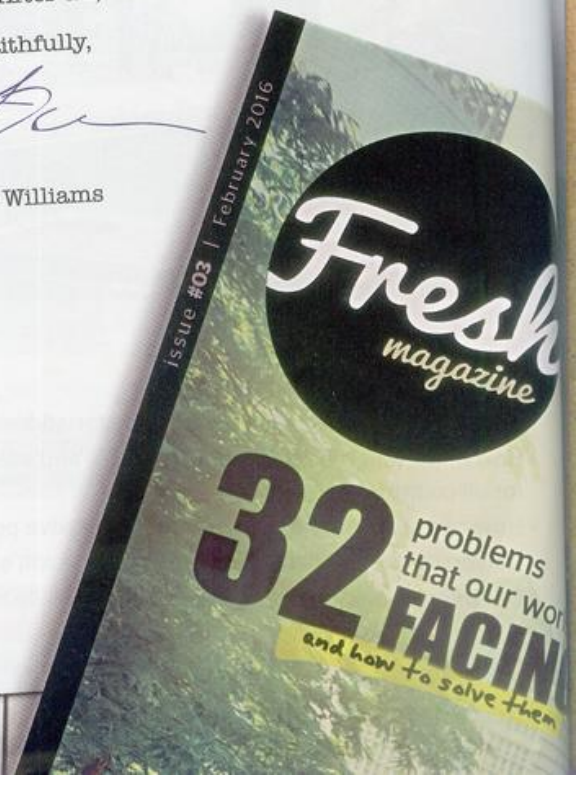
The reason why e-waste should be disposed of with greater care is that it contains substances that are highly toxic. When it ends up in landfills, the toxic substances seep into the soil as well as into underground sources of water and contaminate **them**. Some of these toxic substances are also released into the atmosphere when exposed to the elements. E-waste thus poses a significant threat to both man and the natural environment.

There are, in my opinion, various measures that can be taken to alleviate the problem of e-waste. **One of the most important** involves raising citizens' awareness of the gravity of the situation with the aim of promoting more responsible and proactive environmental behaviour. For instance, ongoing campaigns should be launched to inform people about the effects of e-waste and the critical importance of safely disposing of it. These campaigns should also promote the concept of limiting the e-waste we produce through repairing, donating and recycling electronic devices.

I urge governments and citizens worldwide to take an active interest in e-waste before it is too late. By **doing so**, we will be taking an essential first step in our fight against this growing environmental threat and health hazard. After all, don't we reap what we sow?

Yours faithfully,

Brenda Williams



D. Read the sample letter again and answer the questions.

1. How does the writer of the letter address the recipient? What other greeting(s) could be used?
2. Which phrase in the opening paragraph indicates the capacity in which Brenda Williams is writing?
3. What other information is included in the opening paragraph?
4. How many paragraphs does the main part of the letter consist of? Which aspect of the issue does each one deal with?
5. How does the writer end her letter? What does she wish to achieve with this ending?

E. Look at the words/phrases in bold in the letter. What do they refer to and what is their purpose? Read the note below and discuss.

When writing, it is important to maintain **cohesion** and **coherence** so that your text is easy to read and easy to understand. There are several techniques you can use to make your writing well connected and to avoid repetition.

Through the use of cohesive nouns (problem, action, advice, answer, argument, conclusion, difficulty, idea, improvement, proposal, phenomenon, suggestion, view, etc.)

E-waste is contaminating our groundwater but most people are unaware of the problem.

Through the use of reference devices (pronouns, demonstratives, etc.)

*While hiking through the mountains, the hikers came across an illegal landfill site **which they** took photographs of. **This** is how the authorities found out about it.*

Through substitution (of nouns or phrases/sentences)

*The students were asked to make posters about the importance of recycling. The most successful **ones** would be used in a national campaign.*

*We must all recycle our e-waste. Unless we **do so**, the environment will suffer.*

Through the use of ellipsis

*The local authorities encouraged residents to use means of public transport, but most of them **didn't want to**. (use means of public transport)*

*I found several books on e-waste in the bookshop, but bought only **two**. (books)*

F. To avoid repetition, you can sometimes use synonyms of certain words. Complete the table by grouping the words with a similar meaning together.

significance result essential outcome imperative severity consequence crucial gravity significant repercussion critical fundamental urgency impact importance intensity vital influence urgent

important	seriousness	effect

G. All the sentences below could be included in the opening paragraph of a letter to a newspaper/magazine. Complete the sentences with the words in the box.

entirely response signed readers issue entitled connection strongly regarding dated concerned prompted

1. I am writing in _____ with an article I read in your newspaper _____ 15th March.
2. I am writing in _____ to the letter written by Ms Emily Nelson and published in your magazine as I am seriously _____ about the _____ discussed.
3. The article _____ by Mr Brian Rogers raised some crucial issues which I feel very _____ about.
4. I have been _____ to write to you by the article _____ *Drowning in Plastic* which appeared in your newspaper last Saturday.
5. I _____ agree with the points raised _____ the problem of waste disposal and I would like to refer to it from a different perspective and provide your _____ with some further food for thought.

7b

Writing

H. Label the pictures with the words in the box.

stem reap weeds blossoms
seeds sow bud roots

1.

2.

3.

4.

5.

6.

7.

8.

I. The sample letter ends with a rhetorical question in which the figurative sense of the words reap and sow is being used. What do you think the question means?

After all, don't we reap what we sow?

Now read the sentences below and match the words/phrases in bold with their meanings a-h.

1. We will be able to make better use of national funding if we **weed out** wasteful practices. ☐
2. The practice of dumping e-waste in landfill sites poses a serious environmental hazard and must be **nipped in the bud**. ☐
3. Future generations will undoubtedly **reap the rewards** of our investment in greener environmental practices. ☐
4. We will have to raise awareness about the importance of recycling if we wish to **see the idea blossom**. ☐
5. Some climate specialists have **sown doubt** about the existence of global warming as a man-made crisis. ☐
6. If we want to try to stop climate change, we need **to get to the root of the problem**. ☐
7. Deforestation **stems from** a combination of human-related factors, such as urban expansion and logging. ☐
8. The success stories of various environmental activists have helped to **plant the seeds of hope** as they prove that we can all make a difference in wildlife preservation. ☐

a. to deal with a bad situation at an early stage of its development or before it becomes too serious
b. to say or do sth that gives rise to a feeling of uncertainty
c. to develop/grow successfully and in a way that shows promise
d. to identify the cause/reason for sth
e. to find and get rid of a person or thing that is not good/effective/efficient enough
f. to develop as a result of sth
g. to get people believing that sth is possible
h. to enjoy the benefits of one's actions

J. Read the writing task below and underline the key words/phrases. Then do the task that follows to help you generate ideas.

A local magazine recently published an article about the Town Council's intention to make the town greener using national funding. It has invited readers to submit a letter discussing how they think this funding could be best utilised. You decide to write a letter in which you describe a green issue that you feel needs to be urgently addressed, give reasons why immediate action is required and state how this funding can be used both to deal with this issue and to benefit the community. Write your letter.

Look at the green issue analysed in the table below. Now think of a green issue that needs to be addressed in the area where you live and make a similar table. Determine the impact(s) that it is having, the measures that can be taken to deal with it and how the community and environment stand to benefit from the measure(s) you propose.

Green Issue →	Impact →	Proposed measures →	Benefits
• substantial increase in traffic in town centre which has resulted in dangerous levels of greenhouse gases	• higher incidence of respiratory problems • smog	• convert town centre into a pedestrian zone, restricting motor vehicles from entering • improve public transport to and from town centre and encourage its use by lowering ticket prices	• improve safety and mobility of pedestrians • make living/working environment healthier for local residents

K. Refer to the Writing Reference (plan and TIP) and write the letter set in activity J (280-320 words).

A. Complete the text with the correct form of the words in capitals.

Acidifying the oceans

Over recent decades, the oceans have absorbed a(n) 1 _____ amount of carbon dioxide released through the burning of fossil fuels. This has altered the water's chemistry and resulted in it becoming 2 _____ more acidic – a process known *as ocean acidification*.

The future 3 _____ for marine life could not be more serious, as many species will struggle to adapt fast enough to a rapidly changing habitat. This new, acidic environment is especially threatening for animals with shells because it hinders their ability to build and maintain their protective structures. Given the interconnected nature of marine ecosystems, any depletion in one animal group could mean the 4 _____ of all marine life.

What is more, if the oceans continue to acidify at their current rate, the 5 _____ effect on human societies is likely to be great. With less sea life populating the oceans, it is deemed 6 _____ that the commercial fishing industry, which countless communities around the planet depend upon as an important food source, will be hurt. Considering the range and scale of undesirable consequences associated with ocean acidification, it is unsurprising that environmentalists continue to 7 _____ the urgency to limit carbon 8 _____ further, before it's too late.

PRECEDE

PROGRESS

IMPLY

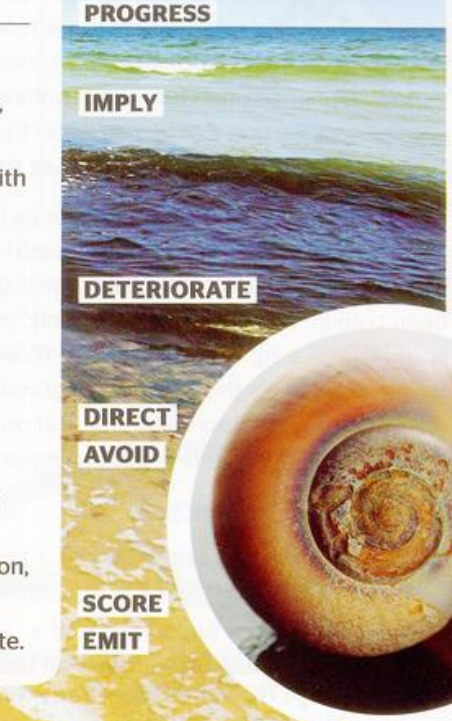
DETERIORATE

DIRECT

AVOID

SCORE

EMIT



B. Choose a, b, c or d.

1. I was not at all ____ that my field trip to South America had been postponed until after the summer.
   a. pleased to have been learning **c.** pleasing to have learned
   b. to please learn **d.** pleased to learn
2. I would very much like to participate in next year's charity marathon event, but participation ____ intensively between now and then.
   a. means training **c.** meaning I will train
   b. meant to train **d.** means to have trained
3. We regret ____ you that we have chosen another candidate for the position.
   a. to informing **c.** to inform
   b. inform **d.** informing
4. In the end, Cara persuaded ____ a hybrid car to reduce his carbon footprint.
   a. that buying Victor **c.** Victor to buy
   b. Victor bought **d.** that Victor buy
5. I would love ____ camping with you, but unfortunately I had to work that weekend.
   a. go **c.** going
   b. to go **d.** to have gone
6. He asked me ____ to work by bicycle that morning.
   a. if I had commuted **c.** whether I commute
   b. if I commuted **d.** did I commute
7. I warned Kelly ____ late for her first day at work.
   a. to not be **c.** to not being
   b. not being **d.** not to be
8. My children recommended ____ walk to work as a way of being more environmentally friendly.
   a. me to **c.** I would
   b. should I **d.** that I
9. Casey insisted ____ us to the farmers' market that afternoon.
   a. on driving **c.** that she drive
   b. to drive **d.** she will drive us
10. Natalie ____ had gone on holiday the previous summer.
    a. wanted to know where we **c.** wondered if
    b. told us whether we **d.** asked us where to

7 REVIEW

C. Read the text and choose a, b, c or d.

The Amazon's 'boiling' river

Deep in the Amazon rainforest runs the most spectacular thermal river, which locals refer to as *Shanay-timpishka* – boiled with the heat of the sun. 1 ___ it starts off as a cold stream, there is a six-kilometre-long section of the river where 2 ___ steam rises from the surface - a result of the water having an average temperature of 86 degrees Celsius. While scientists are aware of other boiling rivers across the globe, these tend to be associated 3 ___ with volcanic activity. As *Shanay-timpishka* is 700 kilometres away from the closest volcano, its close-to-boiling temperatures have nothing to 4 ___ with volcanic activity. In fact, it was recently found that heated water from deep 5 ___ the earth travels upwards through cracks and is fed into the river from fault-led hot springs.

The *Shanay-timpishka* is honoured for its beauty, mystery and charm, 6 ___ it can be extremely dangerous. Dipping a hand in the water would give you third-degree burns in less than half a second. Animals unfortunate 7 ___ to have fallen in, have been cooked on the spot. Regrettably, given the river's location, deforestation could 8 ___ a significant threat to its very existence. So could tourism, if the 9 ___ decides it's the new 'hot' destination for adventure holidays. Therefore, ensuring that this incredible natural phenomenon doesn't suffer irreversible environmental 10 ___ is of utmost importance.

1.	a. When b. Though	c. As d. Firstly
2.	a. persistent b. shadowy	c. finite d. visible
3.	a. solely b. finely	c. barely d. hardly
4.	a. keep b. be	c. make d. do
5.	a. into b. toward	c. down d. within
6.	a. plus b. yet	c. thus d. despite
7.	a. thereby b. indeed	c. enough d. however
8.	a. pose b. eliminate	c. enforce d. avert
9.	a. people b. society	c. public d. population
10.	a. deprivation b. damage	c. desertification d. disaster

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. Considerable damage has been caused to the environment because people failed to recognise the true impact of climate change earlier. **woken**
   If only _____ the true impact of climate change earlier, there may have been less damage caused to the environment.
2. Over the last decade the city has made a lot of progress on improving and upgrading its infrastructure. **come**
   Over the last decade the city has _____ improving and upgrading its infrastructure.
3. The public were not surprised when the minister resigned. **came**
   The minister's _____ the public.
4. On account of the severity of the floods, the only thing the native communities could do was move to higher ground. **option**
   Because of the severity of the floods, the native communities _____ relocate to higher ground.
5. 'I suggest you don't get involved in matters that don't concern you,' my mother said to me. **stay**
   My mother advised _____ matters that didn't concern me.
6. John finds it difficult to run the shop on his own, so his brother helps him. **has**
   John _____ the shop on his own, so his brother helps him.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to the environment ☐
- use infinitives and the *-ing* form appropriately ☐
- report statements, questions, commands and requests ☐
- use special introductory verbs ☐
- use words and collocations related to the environment; adjective suffixes; collocations with 'have' and 'give'; three-part phrasal verbs; words that, depending on their function in a sentence, have different meanings; phrases used in research studies; words used in a figurative sense ☐
- write a letter (to the editor) expressing an opinion ☐

8 Explore and discover

01/05

Who was the first explorer to reach the Americas?

a. Leif Erikson
b. Christopher Columbus
c. Amerigo Vespucci

02/05

Which of the following was NOT discovered accidentally?

a. penicillin
b. aspirin
c. anaesthetics

03/05

When did the first person go into space?

a. July, 1969
b. August, 1963
c. April, 1961

04/05

Which of the following was discovered most recently?

a. King Tutankhamun's tomb
b. The Rosetta Stone
c. The first dinosaur fossils

05/05

Where was the first compass invented?

a. Greece
b. China
c. Egypt

Discuss:

- Can you name any famous explorers from throughout history?
- What traits do you think explorers and scientists share? Which traits do you consider most important? Discuss the qualities below.

curious daring resilient
open-minded observant imaginative
sceptical persistent adaptable
committed fearless meticulous
resourceful optimistic

- Do the quiz and see how much you know about famous explorers, scientists and discoveries throughout history. Did any of these facts surprise you?

In this module you will...

- discuss issues related to exploration, research, archaeology, inventions and discoveries
- learn how to use modal verbs to express ability, obligation/necessity, absence of obligation/necessity, prohibition, possibility, deduction; to make suggestions and requests; to ask for permission; to give advice
- learn how to use emphatic forms
- expand your vocabulary by learning prefixes; collocations with 'keep'; phrases denoting time; topic-related vocabulary; prepositional phrases; phrasal nouns; idioms
- expand your vocabulary by distinguishing between words easily confused
- learn how to write an essay summarising two texts
- acquire skills and strategies that will help you in exams

8a

Reading 1

A. Discuss.

- What do you know about the *Titanic*?
- Have you ever read a book or watched a film about the *Titanic*? Did you enjoy it?
- Why do you think people are fascinated by the *Titanic*?

B. Read the statements below. Do you think they are true or false? Check the answers with your teacher.

RMS TITANIC
FACT OR FICTION?

1. The word 'titanic' derives from Greek mythology and its definition is 'extremely large'.
2. It took 5 years to build the ship.
3. The author Morgan Robertson wrote a novel called *Futility, or the Wreck of the Titan* about a ship named Titan which sank in the North Atlantic after hitting an iceberg. It came out fourteen years before the *Titanic* tragedy.
4. A ticket in first class cost about £23 per bunk (the equivalent of over £2,200 today) and a first-class suite cost about £870 (the equivalent of over £90,000 today).
5. When the captain received warnings of icebergs, he slowed the ship down.
6. When the iceberg was first spotted, the captain and crew members had 30 seconds to react, which was not enough time.
7. If all the lifeboats on the ship had been filled to capacity, everyone could have survived.
8. John Jacob Astor IV, the wealthiest person on board the *Titanic*, managed to survive the tragedy.

C. Read the text on the next page quickly and choose the most suitable title.

The search for the **TITANIC**	**Discovering the TITANIC by chance**	THE MYSTERY OF THE ***TITANIC*** **SHIPWRECK SITE**

D. Read the text again and answer the questions. Choose a, b, c or d. (See TIP 1 in the Reading Reference)

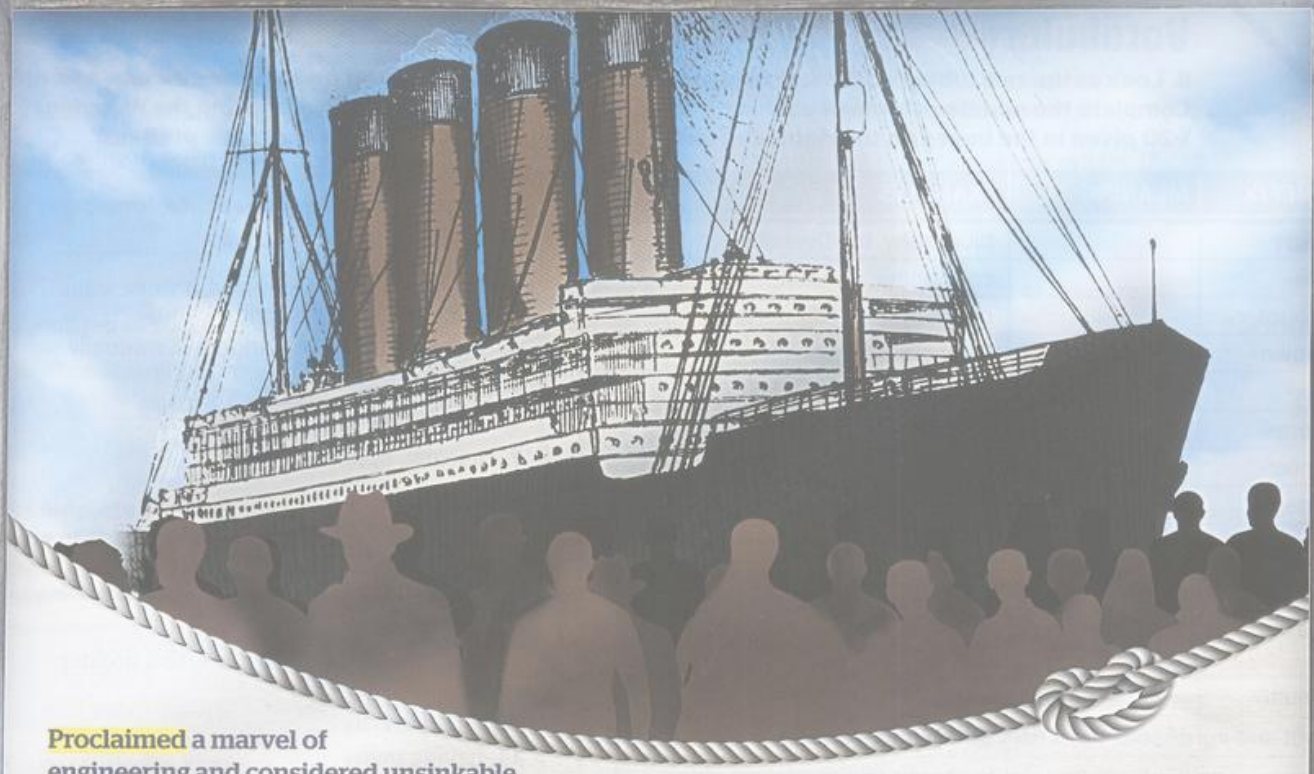
1. Why was the first proposal to salvage the *Titanic* abandoned?
   - **a.** The shipwreck site could not be located.
   - **b.** The *Titanic*'s last radio transmission gave an incorrect position.
   - **c.** The technology for deep sea diving did not exist.
   - **d.** Plans were opposed by members of the public.
2. What helpful development occurred between Ballard's two expeditions?
   - **a.** He acquired direct experience of shipwrecks.
   - **b.** He identified a previously unexplored area.
   - **c.** He found several pieces of debris from the *Titanic*.
   - **d.** He realised that the ship was lighter than previously thought.
3. How did Ballard carry out his search?
   - **a.** He used the location given in the *Titanic's* original radio transmission as his starting point.
   - **b.** He chose a point south of the rescue location and searched north of it.
   - **c.** He searched for five miles to either side of the rescue point.
   - **d.** He explored to the north of the *Titanic*'s last known position.
4. According to the text, what did Ballard's team find that was unexpected?
   - **a.** Many passengers' belongings had been perfectly preserved.
   - **b.** The metal of the ship was being eroded by microbes.
   - **c.** Much of the ship was destroyed during the sinking.
   - **d.** The shipwreck was split into many smaller pieces.
5. What can be inferred about ocean currents at the *Titanic* site?
   - **a.** They help prevent the wreckage from deteriorating.
   - **b.** They are stronger than in other areas.
   - **c.** They transport bacteria to the shipwreck.
   - **d.** They contribute to the erosion of the ship.
6. In the last paragraph, what is the meaning of the phrase **living memory**?
   - **a.** remembrance of those who died
   - **b.** memories of the *Titanic* survivors
   - **c.** recollection of people still alive today
   - **d.** records in history books

E. Look at the highlighted words in the text and match them with their meanings.

1. proclaim	**a.** important
2. fruitful	**b.** anything that symbolises and honours sb who has died
3. prominent	**c.** surviving objects or parts of sth from the past
4. matter	**d.** to declare; to officially state
5. relics	**e.** to hit sb/sth repeatedly and cause damage
6. intact	**f.** the substance that sth is made of
7. batter	**g.** undamaged and in one piece
8. memorial	**h.** successful

F. Discuss.

- Would you be interested in visiting the *Titanic* shipwreck site in a submarine? Why? / Why not?



Proclaimed a marvel of engineering and considered unsinkable, *RMS Titanic* was the biggest ship of its day. On its first and only voyage, it struck an iceberg in the North Atlantic Ocean, tearing several holes in its hull and sunk in the early hours of 15 April, 1912. Over 1,500 passengers and crew members drowned with the *Titanic*, with only 710 managing to survive. The survivors escaped in lifeboats and were rescued by a nearby ship, the *RMS Carpathia*.

Almost immediately after the disaster, the issue of salvage was raised. However, despite general support for the ship's recovery, diving equipment in 1912 was not yet sufficiently advanced for an expedition to such depths to be realistic; the ocean floor was two miles down in the area where the *Titanic* sank. As technology advanced in the decades that followed, several attempts were made to uncover the ship's wreckage, but none were fruitful. It quickly became clear that the problems with salvage began with finding the site of the shipwreck in the first place; while the last radio communications received from the *Titanic* had given the ship's position just before it sank, exploration teams searching for the wreckage based on this location soon discovered it to be incorrect.

Oceanographer and explorer Robert Ballard took up the search for the *Titanic* twice, once in an unsuccessful mission in 1977, and again in 1985. For the second attempt, Ballard, who was by then a prominent name in the world of oceanography, had first-hand experience of shipwrecks from work with sunken American submarines. He knew that while heavy matter from a sinking ship falls straight down to the sea bed, lighter objects are carried away by the current and form a trail of debris leading away from the wreckage site. This was the key to the *Titanic*'s discovery.

By calculating the direction of the current, Ballard determined that any debris trail created when the *Titanic* sank would have been dragged to the south. While previous expeditions had attempted to locate the wreck directly, Ballard decided to look not for the ship itself, but for the debris trail using a camera – what he described as looking for the ship where he knew it wasn't.

He started with the location where the *Carpathia* rescued the *Titanic*'s lifeboats, and then moved a further five miles south. Thus, Ballard could be reasonably certain that the *Titanic* lay somewhere to the north of this point.

The actual site of the shipwreck turned out to be over 13 miles away from the position given in the *Titanic*'s original radio transmissions. After a week of searching, Ballard's camera picked up strange marks that looked like points of impact; eventually, man-made objects became discernible. When a large boiler appeared, the team knew they were looking at relics from the *Titanic*. The remains of the ship itself, when they appeared, were broken into two main parts, with the front of the ship, the bow, largely intact. The other half lay nearly a third of a mile away, and had been almost completely destroyed when hitting the ocean floor. The two halves were surrounded by a 'debris field' of furniture, machinery, fragments of metal and the personal belongings of passengers. Though over seventy years old, a great many of these artefacts were preserved in the underwater conditions – although many more had already been consumed by deep sea microorganisms.

Prior to the ship's discovery, it was thought that the icy temperatures of the North Atlantic waters, combined with the intense pressure at such depths, would preserve the *Titanic* in a form of deep freeze. What the explorers actually discovered was that the ship was covered in microbial communities called 'rusticles' – formations of bacteria which were eating away at the metal in the ship's hull. Between these microbes and the constantly changing currents battering the wreckage, the concern for would-be salvagers nowadays is that, in the near future, there may be nothing left of the *Titanic* that is recognisable.

Although the ship is too fragile to be moved, many artefacts have been salvaged, including one large detached section of the hull. Disturbing the wreck, however, was met with mixed reactions, as many people still view it as a memorial and indeed, a graveyard, for the passengers that died. Although the *Titanic* disaster is slowly passing out of living memory, many still consider it too recent an event for detached archaeological treatment.

Vocabulary

A. Look at the two tables on the left below, which contain some common prefixes and example words. Complete the middle column of each with the meanings of the prefixes. Choose from the meanings 1-20 given in the boxes on the right. Can you think of any other words that use these prefixes?

PREFIX	MEANING	EXAMPLES
bio-		biography, biodiversity,
co-		co-founder, co-exist,
counter-		counterpoint, counteract,
down-		downstairs, downside,
ex-		ex-boss, ex-policeman,
fore-		foresee, foreground
inter-		international, interaction,
mega-		megabyte, megastore,
micro-		microchip, microorganism,
mono-		monologue, monochrome,

PREFIX	MEANING	EXAMPLES
multi-		multicultural, multi-million,
out-		outrun, outskirts,
post-		postgraduate, post-war,
pre-		prehistoric, prearranged,
re-		recharge, refreshed,
semi-		semicircle, semi-final,
sub-		submarine, subheading,
super-		super-strong, supervisor,
trans-		transmission, transatlantic,
up-		uphill, upgrade,

1. at or towards the end; reduce, lower; referring to sth negative
2. one, single
3. relating to life and living things
4. between or among; together, mutually
5. former
6. very small
7. against, opposite
8. together, with
9. large in amount or size; extremely
10. before, in the front of
11. outward, away from; more, to a greater degree
12. half or partly
13. having many
14. across, beyond; having changed from one thing to another
15. make or move higher
16. before (a time or event)
17. more or better than normal; over, above
18. do again; returning sth to its original state
19. under, below, less than; being a smaller part of a larger whole
20. after or later than

B. Explain the difference between the words below.

1.	monolingual dictionary	multilingual dictionary
2.	updated information	outdated information
3.	semiconscious	subconscious
4.	pre-existing cultures	co-existing cultures
5.	megaphone	microphone
6.	downsize your business	supersize your business
7.	replay an incident	downplay an incident
8.	ex-president	co-president
9.	pre-election period	post-election period
10.	upload data	download data

C. Complete the sentences with the correct form of the words in capitals. You will need to use a prefix and in some cases a suffix as well. Use a dictionary if you need to.

1. Despite the decline in sheep numbers in New Zealand, sheep still _____ people six to one, with 29.6 million sheep and only 4.6 million people. **NUMBER**
2. How many human heart _____ have been successful so far? **PLANT**
3. The solution isn't clear yet because the problem we're facing consists of a number of _____ issues that cannot be solved on an individual basis. **RELATE**
4. Children _____ their shoes and clothes very quickly. **GROW**
5. After the delay, the engineering firm _____ its commitment to complete the renovation and open the doors to the public by the end of the year. **AFFIRM**

6. Many people believe _____ is a necessary skill, but I doubt things are done as well, when we do more than one thing at a time. **TASK**

7. It seems to me that the accident was _____ considering the driver's reckless driving. **SEE**

8. In factories where workers are required to perform only a single set of actions, the work is repetitive and _____. **TONE**

9. Studies show that sending young offenders to prison is a _____ measure as they are obliged to socialise with experienced criminals who are a bad influence on them. **PRODUCE**

10. When learning a new language, it is advisable to travel to the country where it is spoken to have _____ experiences during which there will be authentic use of the language. **ACT**

D. Complete the sentences with the correct form of the words/phrases in the box to form expressions and collocations with the verb *keep*.

a balance	a lookout	a record
in check	one's temper	one's word
pace	quiet	sight
		attention

1. Jason always **keeps** _____, so if he said he'd be here by ten, he'll be here.
2. I have to **keep** my cholesterol levels _____ because there's a history of heart disease in our family.
3. Australian authorities are considering releasing drones over the coast to **keep** _____ for sharks after the recent increase in attacks.
4. It is company policy to **keep** _____ of all online interaction with clients to back us up if an issue arises in the future.
5. **Keeping** the audience's _____ for two hours without boring them is challenging.
6. It was agreed that they would **keep** the decision _____ until it was safe for everyone else to know.
7. You should always **keep** _____ of your children at the playground – it's so easy for them to get into trouble when you're not looking.
8. I've been struggling lately to **keep** _____ between my personal and my work life; I need to re-examine my priorities.
9. Universities are increasingly aware that their graduate programmes must **keep** _____ with the rapid changes in industry if they want their students to gain a competitive edge.
10. It's really hard to **keep** _____ with such loud and annoying neighbours, but getting angry doesn't get us anywhere.

E. Which of the following words/phrases can also form expressions with *keep*?

an eye on	certain	in mind	in order	in touch
	sb posted	to work	track of	

F. Match the expressions in bold with their meanings a-e.

1. Safety regulations were made stricter on the building site **in the wake of** the scaffolding accident that sent six workers to hospital. ☐
2. The discovery of penicillin in 1928 marked **the dawn of** a new era in medicine. ☐
3. If you had asked me to repeat school when I was a teenager, you would have got an emphatic 'no', but **in retrospect**, I realise those were some of the best years of my life. ☐
4. Henry wanted to change his ticket **on the eve of** his flight, but he would have had to pay a heavy fee if he did so less than 24 hours before flight time. ☐
5. Sheila's team is working on a new drug that will hopefully delay **the onset of** Parkinson's disease. ☐

a. thinking now about sth in the past
b. the beginning of sth, especially sth unpleasant
c. after sth and as a result of it
d. the day or period just before an event
e. the beginning of sth new, especially positive

Vocabulary

6. Complete the sentences with the words in the boxes.

continually continuously

1. You shouldn't play video games _____ for hours without taking a break to rest your eyes.
2. We've had problems with this computer _____ ever since we bought it.

currently concurrently

3. I was running multiple tests _____ to ensure I got results as soon as possible.
4. The lab is _____ closed for maintenance work.

hereafter thereafter

5. They're converting this space to be used _____ as a room for meetings instead of a storage room.
6. The couple moved from Blackpool to Boston seven years ago, and had a set of twins shortly _____.

ultimately subsequently eventually

7. It might take him a long time to get started but _____ he always does what you ask him to.
8. Everything will _____ be decided once they get the weather reports and can ensure they'll be travelling on calm waters.
9. Their camera equipment was stolen and the crew _____ left the camp until new equipment could be sent in.

last late lately later latest

10. What have you been up to _____?
11. The _____ time I saw you, you were on your way to Cancun, isn't that right?
12. His _____ feature article is about polar bears.
13. This train station was built in the _____ nineteenth century.
14. Provide only the necessary personal data for now; you can fill in the full registration sheet at a _____ date.

Grammar Modal verbs

A. Read the sentences in the two boxes and match the phrases in blue with what they express.

1. We had plenty of time ahead of us so we **didn't need to take** a taxi to the airport. ☐
2. You **shouldn't be playing** video games right now; you've got an exam coming up. ☐
3. You **mustn't smoke** in here. ☐
4. **Shall** we **order** some coffee? ☐
5. Julie **had to leave** the restaurant early yesterday because she was working the night shift. ☐
6. I **must find** a way to thank her for all she's done for me. ☐
7. You **don't have to know** Spanish to speak to Juan; he understands English. ☐
8. Jane **might be arriving** earlier than expected. ☐
9. This **must be** her first time here because I've never seen her before. ☐
10. You **could** at least **apologise** to me! ☐

a. an obligation in the past
b. sth which is forbidden
c. an internal obligation
d. sth which was not necessary to be done
e. a polite suggestion
f. a factual absence of obligation
g. sth which is generally right or wrong to do
h. possibility in the present/future
i. annoyance
j. a belief that sth is true

11. Jack **couldn't have called** earlier; he was still on the plane. ☐
12. Peter spent so much time preparing the project for the science fair that he **ought to have won** first prize. ☐
13. Karen **must have left** her mobile phone at home; I've been calling her all day but she isn't picking up. ☐
14. You **shouldn't have spent** so much money on your trip to the Canary Islands. ☐
15. The bus arrived just after you left, so you **needn't have taken** a taxi. ☐

k. a belief that sth certainly happened
l. criticism about a past action
m. an action that certainly didn't happen
n. sth was expected to happen, but didn't
o. sth wasn't necessary, but it was done

B. Complete the second sentence using modal verbs so that it has a similar meaning to the first.

1. It's not required for participants to have their own equipment for snowboarding.
   Participants _____ their own equipment for snowboarding.
2. It is strictly forbidden to go any further into the cave.
   You _____ any further into the cave.
3. I regret not joining the hiking team.
   I _____ the hiking team.
4. According to this contract, you are obliged to pay me 50% of the profits.
   According to this contract, you _____ _____ me 50% of the profits.
5. It is likely that Kevin forgot to pay the electricity bill.
   Kevin _____ the electricity bill.
6. She asked me to come here at 8 a.m., which was completely unnecessary.
   I _____ here at 8 a.m.
7. I'm sure the animal you saw wasn't a bear because bears don't live in this part of the country.
   It _____ because bears don't live in this part of the country.
8. I'm almost certain that these plants are being sprayed with pesticides.
   They _____ with pesticides.

C. Complete the sentences with the phrases in the box.

supposed to	advisable to	doubtful whether
no obligation to	a foregone conclusion	
might as well	in all likelihood	

1. Her victory seems to be _____; she's so much faster than the other runners.
2. Since you didn't bring a map, we will _____ get lost in the mountains.
3. We have a lot of work to do for tonight so we _____ begin.
4. It is _____ we will be permitted to enter without an ID card.
5. Brad was _____ book our tickets yesterday, but he told me he had forgotten to do so.
6. It is _____ dress in layers so as to be comfortable outdoors in cold weather.
7. You are under _____ give them your phone number.

Listening

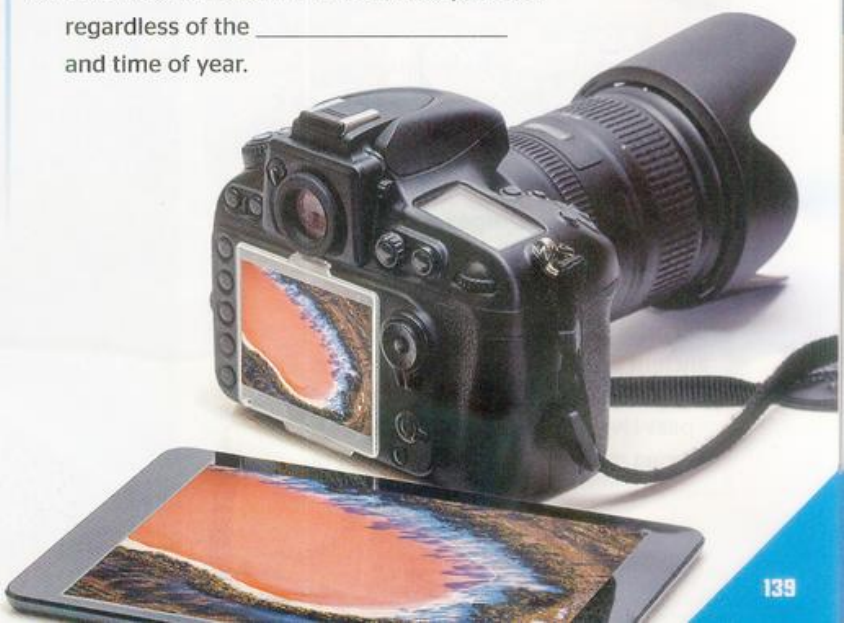
A. Discuss.

- Why do people take photos?
- What is the most beautiful photo you've ever taken?
- What do you think about using photo editing software to edit photos?
- In your opinion, are photographs a true representation of reality?
- Do you consider photography an art?
- Look at the different types of photography in the box. What's the difference between them?

nature	fashion	macro
photo journalism	high-speed	aerial
panoramic	underwater	time-lapse

B. You will hear a photographer giving a presentation about his recent trip to photograph a natural phenomenon in Australia. For questions 1-9, complete the sentences with a word or short phrase. (See TIP 4 in the Listening Reference)

1. The physics behind the wingsuit is that greater _____ increases lift.
2. A wingsuit is used to control movement during _____.
3. The speaker used a(n) _____ to demonstrate that the water does not lose its pink colour when removed from the lake.
4. The speaker suggests that swimming in Lake Hillier would be made interesting by the colour and _____ of the water.
5. The speaker chose aerial photography because the lake cannot be reached _____.
6. Some of the final photographs were not of satisfactory _____.
7. On-the-ground photographs revealed _____ which were not visible from the air.
8. *Dunaliella salina* is a type of _____ which prefers salty environments.
9. The water of Lake Hillier retains its pink hue regardless of the _____ and time of year.



8b

Reading 2

A. Read the quotes and discuss the questions that follow. Use some of the words/phrases in the box.

> *Archaeology... it's not what you find, it's what you find out.*
> *David Hurst Thomas, Archaeologist*

> *Archaeology is the only discipline that seeks to study human behaviour and thought without having any direct contact with either.*
> *Bruce G. Trigger, Archaeologist, Anthropologist & Ethnohistorian*

- What does an archaeologist do?
- What kind of things might archaeologists find during an archaeological dig?
- What kind of information can archaeologists learn from digs and expeditions?
- Do you think archaeology is an important field of study? Why? / Why not? Consider some of these points:
  - historical information / theories and facts
  - cultural heritage
  - educational use
- Do you know of any archaeological sites or ancient ruins?

excavation site	ancestors
buried	analysis
dig up artefacts	preservation
unearth	classification
ancient relics	date objects
material remains of past civilisations	insight into human history
human settlements	shed light on

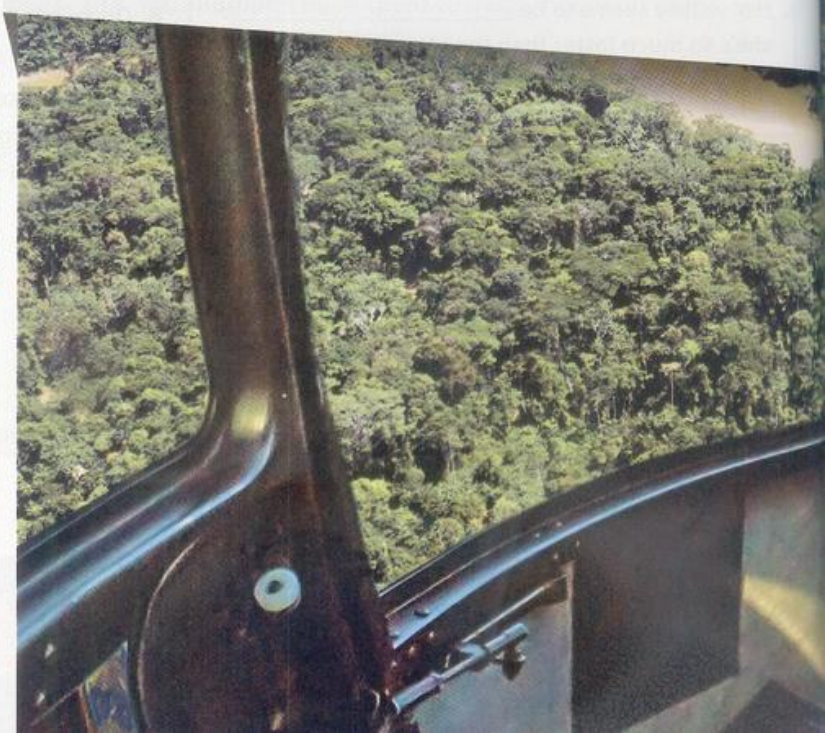
B. Read the text. Then answer the questions according to the information given in the text. Choose a, b, c or d. (See TIP 4 in the Reading Reference)

UNCOVERING LOST CIVILISATIONS

For centuries, legends have endured of La Ciudad Blanca, the Mesoamerican 'White City' which was swallowed by the Honduran rainforest. Today, the rainforest is home to a wealth of archaeological sites, most of which are considered as potentially significant but remain unexplored. The alluring prospect of identifying one of these sites as the celebrated La Ciudad Blanca has long drawn archaeologists, explorers and treasure hunters alike to Honduras and, in particular, to the region of La Mosquitia on the eastern coast.

A recent survey expedition to several sites in this area found ground evidence of man-made stone structures indicative of civilisation, including squares and even pyramids. The team also uncovered a significant cache of artefacts half-buried, half-emerging from the rainforest floor: stone seats, sculptures, bowls and figurines. The sites in question had been identified several years earlier, when the team used an aerial-borne LiDAR scanner to investigate three areas in La Mosquitia where the rainforest grew too densely for examination by other means. LiDAR instruments use laser pulses for topographic mapping – in this case, the beams were able to penetrate the thick forest canopy to generate a 3D rendering of the ground below. The scans revealed alterations to the landscape that appeared to be man-made, and suggested the past existence of structures on the site – features which the ground team has now confirmed. The scale of the find was startling, and although members of the team were careful to distance themselves from any sensational claims, the rumour began to circulate that La Ciudad Blanca had been found.

Such rumours should, however, be treated with caution. The archaeological world is generally dismissive of any talk of 'lost cities' and 'discovery'; as with most such cases, the discovery of an earlier settlement in Honduras came as no surprise to the indigenous people of La Mosquitia, who had long been aware of the archaeological sites on their doorstep. What this latest finding provides is further evidence of a past civilisation local to La Mosquitia; significant though the findings are, there is little to indicate that these new sites are in any way directly linked to La Ciudad Blanca of legend.



1. What is the main purpose of this text?
   a. to announce the discovery of a lost city
   b. to discuss the implications of recent research
   c. to demonstrate the archaeological application of LiDAR
   d. to illustrate factors inhibiting further research
2. According to the text, why had the three sites chosen for the LiDAR scan not been previously explored?
   a. That area of the rainforest had not been discovered.
   b. Their terrain made them inaccessible.
   c. They were believed to hold nothing of archaeological interest.
   d. They were regarded as unsafe.
3. What new information did the LiDAR scans show?
   a. traces of construction on the landscape
   b. the presence of carved stone artefacts
   c. the foundations of La Ciudad Blanca
   d. the existence of many intact stone structures
4. What does the author mean by **topographic mapping** (para. 2)?
   a. searching for man-made objects
   b. scanning for underground artefacts
   c. comparing the existing image to other forests
   d. creating an image of the forest floor
5. Why does the author mention the indigenous people of Honduras?
   a. to illustrate the extent of archaeological work already in progress
   b. to support the argument that the site is authentic
   c. to suggest that such sites are not really lost or discovered
   d. to emphasise local involvement in the expedition

C. Look at the highlighted words/phrases in the text and match them with their meanings.

1. alluring	☐	a.	a number of hidden things
2. cache	☐	b.	to spread and make known
3. beam	☐	c.	the size or extent of sth
4. penetrate	☐	d.	enticing
5. scale	☐	e.	a ray of light
6. circulate	☐	f.	showing indifference
7. dismissive	☐	g.	to enter, pass through sth

Vocabulary

A. Look at the extracts from the text and complete the missing prepositions.

Today, the rainforest is home _____ a wealth of archaeological sites...

A recent survey expedition to several sites in this area found ground evidence of man-made stone structures indicative _____ civilisation...

B. Complete each pair of sentences with one preposition from the box. There is an extra preposition that you do not need to use.

of in for to by on

1. • The captain's attempts to steer the ship towards safety were _____ **vain**; soon water was filling the compartments and the ship started to sink.
   • The new plant species was discovered _____ **the vicinity** of Lake Tahoe.
2. • The committee will choose the best scientists and environmental researchers for the expedition based on their qualifications, **irrespective** _____ their gender or age.
   • They reached the top of the mountain **by means** _____ persistence, patience and hard work.
3. • A number of reasons **account** _____ the researchers' failure to produce the vaccine in time, a lack of funding being the main one.
   • A keen sense of adventure is a **prerequisite** _____ anyone who wants to become an astronaut.
4. • The crew members ran out of food and **subsisted** _____ roots and berries they found in the forest.
   • Further details about the New Inventors Convention will be given _____ **request**.
5. • The itinerary of the hiking adventure holiday is **subject** _____ change depending on weather conditions.
   • The biologists followed a certain procedure that was **conducive** _____ the experiment's success.

8b

Vocabulary

C. Listen, notice the word/phrase in bold in the sentences and answer the questions that follow.

- *The bad weather **set back** the research by a couple of weeks.*
- *The bad weather caused a serious **setback** in the research.*

1. In which sentence is the word/phrase in bold a phrasal verb and in which a phrasal noun?
2. How do they differ in terms of the way they are written and stressed?
3. Look at the phrasal nouns below. Which phrasal verbs do they derive from? Which are similar in meaning to the phrasal verb they derive from?

check-in intake drawback outbreak

Phrasal nouns are nouns that consist of a verb and a particle (adverb or preposition).

- The particle may come after the verb (e.g. **getaway**), or before the verb (e.g. **input**).
- Phrasal nouns are written as single words (e.g. **breakthrough, outlook**), but when the particle is second, a hyphen is sometimes used (e.g. **break-up, check-up** or **checkup**).
- Phrasal nouns are stressed on the first syllable, irrespective of whether they start with a verb or a particle.
- A phrasal noun does not necessarily derive from a phrasal verb (e.g. **overkill, downpour, feedback**).

D. Complete the newspaper headlines with the correct form of the phrasal nouns that derive from the phrasal verbs in the box.

break in build up count down
drop out mix up pile up

1 Number of university _____ rises due to increasing fees

2 _____ RESPONSIBLE FOR THOUSANDS OF TRAIN SEATS BEING DOUBLE-BOOKED

3 CROWD ECSTATIC DURING _____ TO SPACE SHUTTLE LAUNCH

4 Indoor sprays lead to _____ of carcinogens, study concludes

5 SEVERAL CRITICALLY INJURED IN EIGHT-CAR _____ ON THE M4 OUTSIDE BRISTOL

6 NUMEROUS _____ IN VACANT HOUSES DURING SUMMER HOLIDAYS

E. Read sentences 1-8 and match the phrasal nouns in bold to the definitions a-h.

1. When it was implied that the popular social media site would start charging for its services, there was a huge public **outcry** from existing users. ☐
2. The fact that the company refused to branch out into online sales was its **downfall** – it gradually lost so many customers, it was forced to close down. ☐
3. You will find the diagram on page three of your **handout**. ☐
4. In her effort to complete one marathon on every continent, she suffered from physical and mental **burnout**, so she took some time off running. ☐
5. Last year, the music industry's CD **output** was reduced by 23%, clearly indicating that it is now more focused on digital products. ☐
6. If you are the recipient of a business email, it is considered polite to send a **follow-up** email acknowledging you received the information. ☐
7. There is an ambulance and doctor on **standby** in case one of the climbers experiences a fall. ☐
8. The Wentworths decided to sell their summer house because its **upkeep** was proving to be too expensive. ☐

a. a document containing information that is given to students at a lecture, people at a meeting, etc.
b. the state of being physically or mentally exhausted because of working too hard
c. the quantity of sth produced by a person, machine, business, country, etc.
d. the cost or process of keeping sth in good condition
e. the destruction of a person or organisation
f. an action related to sth that took place at an earlier point in time
g. a display of very strong dissatisfaction with a situation
h. sth which is ready for use if necessary

F. Complete the second sentence so that it has a similar meaning to the first sentence making any necessary changes and using a phrasal noun instead of a phrasal verb.

1. Small firms and businesses just starting up have been severely affected by the current economic climate.
   Small firms and _____ have been severely affected by the current economic climate.
2. It was supposed to be his greatest work as a crime writer, but the ending really let us down.
   The ending was a _____, though it was supposed to be his greatest work as a crime writer.
3. Before an intense workout, make sure you warm up well to avoid injuries.
   Before an intense workout, a _____ will help to avoid injuries.
4. I told him from the moment we set out on our journey that I refused to stay in a hostel.
   I told him at the _____ that I refused to stay in a hostel.
5. The expedition has been forced to cut back on spending, so they'll be using land transport instead of flights.
   The expedition has been forced to _____ in spending, so they'll be using land transport instead of flights.

G. Read sentences 1-8 and match the idioms in bold with their meanings a-h.

1. We knew we **were in deep water** when smoke started coming out of the bonnet of the car and we had to pull over in the middle of nowhere. ☐
2. I thought I'd be happier if I travelled to Japan to teach English, but I'm not. I guess **the grass is always greener on the other side**. ☐
3. This area has so many caves that trying to find where the stranded group has found shelter is **like looking for a needle in a haystack**. ☐
4. The pollution a single person produces is just **a drop in the ocean** in comparison to that produced by large corporations and factories. ☐
5. Greg's parents encouraged him from a young age to take risks and **reach for the stars**, assuring him that he could become whatever he wanted to be. ☐
6. Their disagreement on this issue is just **the tip of the iceberg**; there are much more serious problems within the group that make it unlikely they will work well as a rescue team. ☐
7. The police **left no stone unturned** when looking for the hikers that went missing in the mountains. ☐
8. When the conversation shifted to advanced mathematics and physics, I realised I **was out of my depth**. ☐

a. not having the experience or knowledge to deal with a particular situation or activity

b. to aim for sth that is difficult or impossible to achieve

c. sth which is impossible or extremely difficult to find

d. to do everything you can to solve a problem or to find sth

e. to be in serious trouble or in a difficult situation

f. an amount so small that it does not make a difference

g. a small, evident part of a problem that is actually much larger

h. refers to situations that seem to be better than your current one, although they may not be

Grammar Emphatic forms

A. Read the pairs of sentences. Which sentence is more emphatic in each case?

1. **a.** This latest finding provides evidence of a past civilisation.
   b. What this latest finding provides is evidence of a past civilisation.
2. **a.** The thing that annoys me is slow traffic.
   b. Slow traffic annoys me.
3. **a.** Whoever made this mess?
   b. Who made this mess?
4. **a.** Larry has a sense of adventure
   b. Larry does have a sense of adventure.
5. **a.** We missed our flight.
   b. What happened was that we missed our flight.
6. **a.** I want some peace and quiet!
   b. All I want is some peace and quiet!
7. **a.** It was June when we visited London.
   b. We visited London in June.

B. Complete the sentences with one word only.

1. _____ was Patty who wanted to speak to you.
2. Please, _____ inform me when Mr Spencer arrives.
3. _____ it your mobile phone that you lost?
4. What I _____ was go skydiving while I was on holiday.
5. Why is _____ that she always behaves that way?
6. _____ I need is some help with the cooking. Everything else has been taken care of.
7. The _____ why they left early is unknown.
8. What's _____ is we're organising a charity event to raise money.
9. _____ is the tour they charge extra for.
10. _____ she did is something you will never find out.

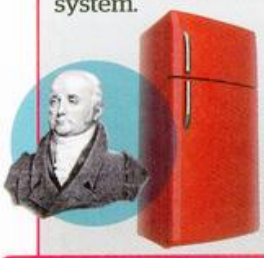
8.

Speaking

A. Discuss.

How have the following events changed the world?

1834
Jacob Perkins builds the first refrigeration system.



1911
Pierre Prier becomes the first person to fly non-stop from London to Paris.

1926
John Logie Baird demonstrates the first working television system.

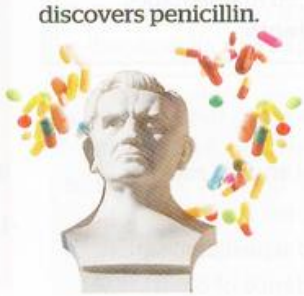
1957
Sputnik 1 becomes the first artificial Earth satellite.

1989
Tim Berners Lee invents the World Wide Web.

1896
John Francis Hall-Edwards conducts the first X-ray under clinical conditions.

1915
Alexander Graham Bell makes the first transcontinental phone call.

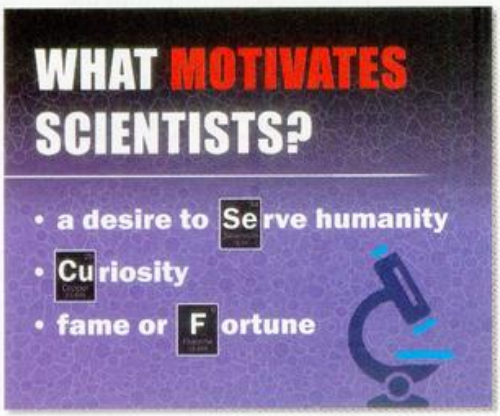
1928
Alexander Fleming discovers penicillin.



1969
Neil Armstrong becomes the first person to walk on the Moon.

2005
Jawed Karim uploads the first video to YouTube.

B. Look at the question on the prompt card below. In pairs, brainstorm and note down some ideas that could be used to answer the question. Think about the three aspects given and others that you come up with.



C. Now listen to someone expanding on the first point and answer the questions.

1. Does the speaker mention any of the ideas you came up with?
2. What example does the speaker give to illustrate the first point?

D. Now listen to the same person expanding on the second point and complete the paragraph with the missing words.

Curiosity is another motivating factor for scientists, possibly the greatest. I believe scientists have 1 _____ minds and are constantly 2 _____ what they see in the world around them. Groundbreaking scientific progress and inventions have been made because scientists want to 3 _____ their curiosity about something and give answers to 4 _____ they have. In other words, they have a 5 _____ for knowledge. For instance, their intense 6 _____ to understand and find out about the universe has led to significant technological developments, like the telescope in the past and the spacecraft more recently. It has also led to increased 7 _____ about our solar system and the surrounding universe. Scientists delve into unknown fields and pursue whatever 8 _____ their interest.

When expanding on a point given, do not overuse the word/phrase. Try to develop the idea describing its meaning in different ways, using synonyms, phrases, idioms, etc.

E. Expand on the third point on the prompt card.

F. Read TIP 2 in the Speaking Reference and the two tasks below. In pairs, decide who will be Students A and B. Then take a few minutes to organise your ideas and structure your long turn for the question on the prompt card. Then do tasks 1 and 2.

1

Student A: Look at the question on the prompt card and say what you think. If you like, you can use the ideas on the card. Talk for approximately 2 minutes.

How is exploring uncharted territories easier for people nowadays?

- transport
- electronic devices
- access to information

Student B: Answer the following question.
In your opinion, can watching travel documentaries replace the actual experience of travelling?

Student A: Answer the following question.
What do you think?

2

Student B: Look at the question on the prompt card and say what you think. If you like, you can use the ideas on the card. Talk for approximately 2 minutes.

How is exploring a city/country alone different from exploring it with companions?

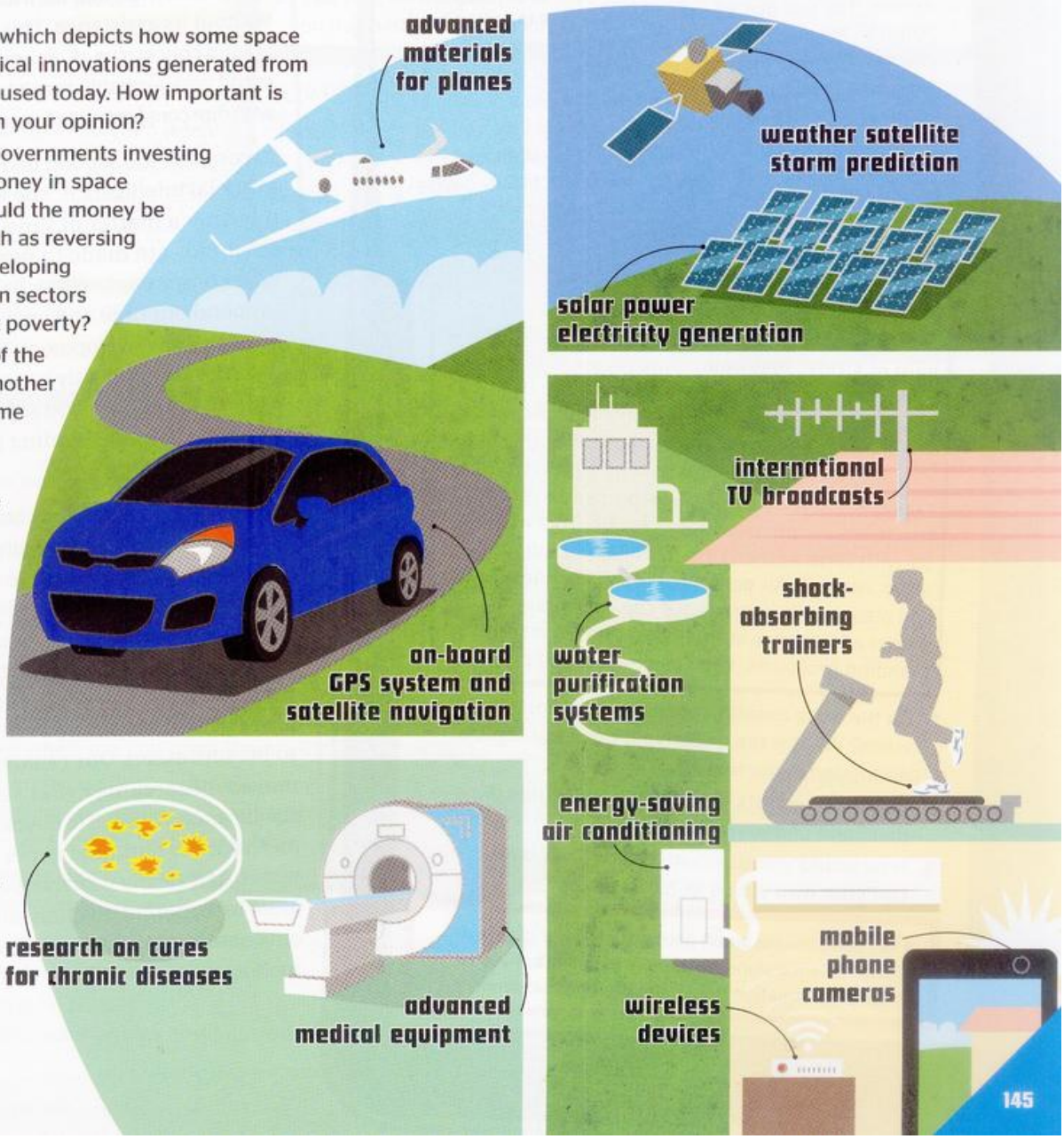
- autonomy
- safety
- expenses

Student A: Answer the following question.
Would you enjoy exploring a foreign country on your own?

Student B: Answer the following question.
How about you?

G. Discuss.

- Look at the picture, which depicts how some space spin-offs (technological innovations generated from space research) are used today. How important is space exploration, in your opinion?
- Do you agree with governments investing large amounts of money in space exploration? Or should the money be spent on causes such as reversing climate change, developing health and education sectors and ways to combat poverty?
- What do you think of the idea of inhabiting another planet if Earth became uninhabitable?
- Do you think space tourism is worth the money?
- Would you ever decide to travel into space?
- It is said that learning, exploring and pushing boundaries is a part of human nature. What do you think?
- Has science had any negative effects on people or the world in general?



8b

Writing An essay summarising two texts

A. Discuss.

- What is Artificial Intelligence (AI)?
- The ultimate goal of AI as a field of study is to create robots that are capable of independent thought (as opposed to merely executing pre-programmed instructions). How could having robots that think for themselves be of benefit to humankind? What are the possible dangers?
- Which activities are computers/robots/machines better at than humans? What traits do humans have that machines lack?
- In your opinion, will computers/machines ever be able to behave and think like humans? Will they ever become more intelligent than humans?

B. Read the writing task below and do the activities that follow.

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

The Dark Side of Artificial Intelligence

AI-assisted technology is not some distant reality. We use it daily, for example, when we plan our trips using GPS systems or when we unlock our smartphones using a facial recognition system. The fact that its use is constantly expanding has, however, resulted in many leading technological scientists issuing a warning. They believe that if it is not contained, AI will grow to such an extent that we will drift into a position of dependence. AI will control every aspect of our lives from the production of our goods to the running of our households. This awakens fears of a 'cyber meltdown' that could critically disable the infrastructure of our global society if a grave error occurs or the system is attacked by a virus.

The Key to a Better Future

Artificial Intelligence is an exciting and promising field of study. Just imagine what we will be able to do if, or rather when, we tap into the limitless potential of AI. Soon, AI will be able to do everything people do, only better, faster and with a reduced capacity for error, which means that we will be taking it easy, while highly organised systems of machines do laborious tasks for us. This will leave us with time and energy to enjoy life and pursue other interests for personal growth. Besides this, AI will also greatly improve our capacity to explore our planet and solar system and find solutions to long-standing problems, such as disease and poverty.

1. Do the texts contain opposing or complementary views? What is the underlying theme or topic of discussion in the texts?
2. Each text consists of two key points/ideas. Find them and underline them.
3. How would you summarise each key point/idea? Use your own words as far as possible.

A key point/idea in a text does not necessarily appear in one sentence alone. To identify it, you may have to combine information from more than one sentence.

C. Read the sample essay for the writing task in activity B and do the activities that follow.

Both texts consider the effect that artificial intelligence will have on humanity. Each, however, presents a conflicting view and provides a completely different perspective on the issue.

The first text warns against the uncontrolled development of AI-assisted technology. It claims that AI will develop rapidly if we do not contain it and that this will result in it becoming part of every facet of our lives, making it impossible for us to live without its assistance. This is something which should concern us all, as any defect in the system could very arguably result in a 'cyber meltdown', with dire consequences for our global society.

In contrast, the second text argues in favour of artificial intelligence. The writer believes that it is only a matter of time before robots and machines are made to perform difficult and time-consuming tasks for us. This will enable us to spend our time and energy on pursuits that facilitate self-development. The writer mentions that AI will also greatly improve our capacity to explore our planet and solar system and find solutions to long-standing problems, such as disease and poverty.

I believe that both arguments contain elements of truth. We are already reaping the benefits of AI, so we cannot doubt its value. Taking advantage of its 'limitless potential' will help us process and interpret data more effectively and efficiently. Subsequently, this will limit human error, save time, cut down on costs and generate novel ideas. Nevertheless, the potential risks of AI need to be addressed. Our reliance on AI systems makes researching cyber security of critical significance. We need to develop highly effective methods for handling cyber threats. In a few words, AI is clearly valuable, but its development must incorporate mechanisms that safeguard our increasingly interconnected system from 'meltdown'.

1. Look at the main part of the essay. Has the writer referred to all four key points/ideas raised in the two texts? How similar are your summary sentences to how the ideas are expressed in the sample essay?
2. Does the writer use his/her own words throughout the essay? Which part has been 'lifted'?
3. Does the writer evaluate and expand on the key points? What is his/her opinion about the topic?
4. Does the writer add any other ideas of his/her own?
5. Look at the two texts on page 146 as well as the highlighted words/phrases in the essay. Which paraphrasing technique has been used in each case? Write the highlighted words/phrases in the correct category below.
   - **a.** a 'shared' word/phrase: _____, _____
   - **b.** a quoted word/phrase: _____, _____
   - **c.** a derivative: _____
   - **d.** a synonymous word or phrase: _____, _____, _____
   - **e.** an explanation or definition of a word/phrase: _____, _____, _____
6. Paraphrase the 'lifted' sentence in the essay using one or more of the techniques a-e.

D. Read the note. Then, match the expressions or idioms in bold in the sentences below with their definitions.

Using set phrases, expressions and idioms is an effective paraphrasing technique. These chunks of language often enable you to significantly alter the structure of a sentence. It may, nevertheless, be necessary to make additional changes to the sentence that you are paraphrasing to avoid 'lifting' information from the text. Using a combination of techniques is, therefore, often the best course of action. To effectively paraphrase the information in a sentence, you might also consider breaking down key sentences into smaller parts. This will make it easier for you to control the outcome. Alternatively, you might try combining information that comes from different sentences.

1. It seems that we will have to **put** our dream of conquering space **on hold** until the problems we face here on Earth have been dealt with. ☐
2. It will take both time and resources to **come to grips with** the problems we face on Earth. ☐
3. We must **make allowances for** the fact that space exploration has yielded innovations that are in use today. ☐
4. Space exploration may **be in its infancy**, but it has led to spin-offs that have had a direct impact on our lives. ☐
5. We have neglected to deal with environmental issues and the situation has now **come to a head**. ☐
6. The present economic crisis **is taking its toll on** space research. ☐
7. **The fact of the matter is** that humankind's survival depends on its ability to find an inhabitable planet. ☐

a. to take into consideration
b. to postpone
c. to have a bad effect on sb/sth
d. the truth is
e. to deal with
f. to reach a critical stage
g. to be at an early period of existence

E. Read the sentences below and rewrite them using the words/phrases given.

1. We must bear in mind that resources, financial and otherwise, are scarce so we have to decide how they can best be utilised.
   LOSE SIGHT We must _____ resources, financial and otherwise, are scarce so we have to decide how they can best be utilised.
2. It is more important to deal with the problems that humankind faces here on Earth than to conduct space research.
   PRIORITY Dealing with the problems that humankind faces here on Earth must _____ conducting space research.
3. We must spend what limited resources we have on finding solutions for urgent problems, like global warming and the scarcity of water, which are imminent threats to humankind.
   a. **DISPOSAL** The limited resources that we _____ must be spent on finding solutions for urgent problems, like global warming and the scarcity of water, which are imminent threats to humankind.
   b. **POSE** Urgent problems, like global warming and the scarcity of water, _____, so we must spend what limited resources we have on finding solutions for them.
4. If we wait for space research to yield solutions, we will be jeopardising our own survival as it will be decades before our findings will be of any practical value.
   AT RISK We will be putting _____ if we wait for space research to yield solutions, as it will be decades before our findings will be of any practical value.

Writing

F. Read the writing task below and answer the questions that follow.

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Putting our House in Order

It is not a question of whether we will benefit from space exploration or not, but of whether it should, at present, constitute a priority. We must bear in mind that resources, financial and otherwise, are scarce so we have to decide how they can best be utilised. It is more important to deal with the problems that humankind faces here on Earth than to conduct space research. We must spend what limited resources we have on finding solutions for urgent problems, like global warming and the scarcity of water, which are imminent threats to humankind. If we wait for space research to yield solutions, we will be jeopardising our own survival as it will be decades before our findings will be of any practical value.

1. Each text consists of two key points/ ideas. Find them and underline them. What is the underlying theme or topic of discussion in the texts?
2. Do the texts contain opposing or complementary views?
3. In activity E, the sentences were taken from the first text above, but they were not fully paraphrased. How would you further paraphrase them?
4. Read the second text again. Summarise the two key points using the paraphrasing techniques in activity C.

   The second text argues/suggests/claims/ outlines _____

   _____

   _____

   _____
5. What is your opinion about the topic dealt with in the two texts above? Make a few notes below and add any other ideas you have on the topic.

   _____

   _____

   _____

   _____

Where our Future Lies

We might not know what the future holds, but one thing is for sure: space exploration will play an important role in ensuring the survival of our species. Mother Earth has clearly reached her carrying capacity, and catering for our growing needs is having a negative impact on her. This is evident from the irreversible problems that we are faced with today, such as the degradation of the environment and the dwindling of natural resources. By exploring the uncharted territories of space, we will gain crucial knowledge and insight that will benefit us greatly. We could very likely discover valuable resources or a planet with conditions that can sustain human life. No matter how much this will cost in terms of time, manpower and money, it is unquestionably worth the effort.

G. Refer to the Writing Reference (plan and TIP). Then write the essay set in activity F (240-280 words), using the ideas and the techniques mentioned in the previous activities as well as the phrases in the box below.

bring/derive/gain/obtain/offer/provide/reap/receive **benefits**
yield solutions/innovations/results
deplete/use up/waste valuable/scarce/limited **resources**
the allocation/provision/management/depletion **of resources**
choose/determine/identify/sort out **our priorities**
look for/seek/find/produce/propose/put forward/adopt **solutions**
serious/growing/pressing/urgent/immediate/long-standing **problem**
be confronted by/with / be faced with **a problem**
overcome/resolve/alleviate/ease/come to grips with **a problem**
the crux/heart/root of the **problem**
alleviate/combat/reduce/eliminate/eradicate **poverty**

A. Read the text and choose a, b, c or d.

Germ theory

Although the words 'germ', 'virus' and 'bacteria' are closely linked to our understanding of disease nowadays, this was not always the 1 ____. Until almost the end of the 19th century, people thought that dirty air was responsible for illnesses and that there was no disease 2 ____ directly between people. The invention of the microscope 3 ____ allow germs to be seen, but people believed they were an effect of disease, not the cause of it.

In the mid 1800s, the Hungarian physician Ignaz Semmelweis faced a(n) 4 ____ problem: many women who gave birth would develop puerperal fever and die. While 5 ____ various probable causes, he realised that the medical students were actually the ones 6 ____ women's lives at risk because they were somehow transferring disease from the dead bodies they examined before helping these women during childbirth. 7 ____, all medical personnel where Semmelweis worked were 8 ____ to wash their hands with a special solution.

Although there were other scientists whose work pointed towards germs too, 9 ____ was Louis Pasteur's experiments that proved that the existence of certain microorganisms was what caused disease. Based on that, the German physician Robert Koch then linked specific contagious diseases with specific bacteria. In the 10 ____ of these discoveries, microbiology was born.

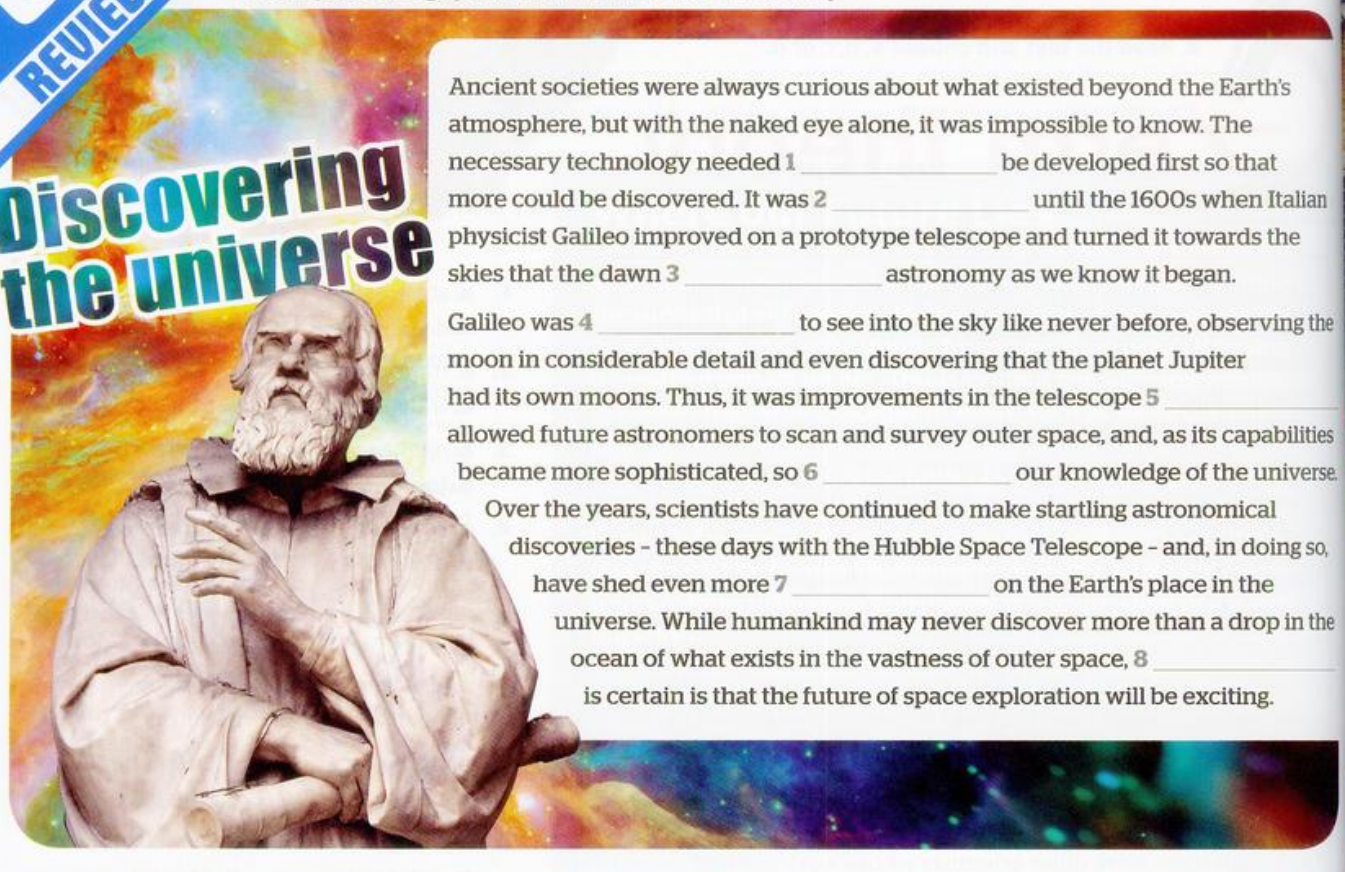
1. **a.** state **c.** setting
   b. case **d.** condition
2. **a.** transplant **c.** transmission
   b. transformation **d.** transportation
3. **a.** did **c.** that
   b. to **d.** which
4. **a.** limitless **c.** imperative
   b. essential **d.** urgent
5. **a.** piling up **c.** setting back
   b. looking into **d.** counting down
6. **a.** keeping **c.** setting
   b. holding **d.** putting
7. **a.** Hereafter **c.** Thereafter
   b. In retrospect **d.** Irrespective of that
8. **a.** obliged **c.** permitted
   b. enforced **d.** needed
9. **a.** there **c.** what
   b. it **d.** that
10. **a.** dawn **c.** wake
    b. eve **d.** onset

B. Choose a, b, c or d.

1. My childhood fascination with collecting comic books is something I never ____ as an adult.
   a. outgrew **c.** outran
   b. outlined **d.** outnumbered
2. As the two seminars are running ____, I'll have to make a choice on which one to attend.
   a. continually **c.** concurrently
   b. continuously **d.** currently
3. Huge efforts are being made to try and ____ the spread of the virus.
   a. eradicate **c.** retain
   b. conquer **d.** contain
4. Students wishing to attend Hayfield Secondary School must first sit for a(n) ____ entrance examination.
   a. monotonous **c.** repetitive
   b. compulsory **d.** inevitable
5. Dr Hall's ____ archaeological discovery is causing a great deal of excitement.
   a. lately **c.** late
   b. latest **d.** later
6. It was a ____ of water pressure that caused the pipe to burst.
   a. burnout **c.** break-in
   b. break-up **d.** build-up
7. Their attempts at eliminating poverty in the region were ____ – they in fact ended up increasing it.
   a. foreseeable **c.** fruitful
   b. counterproductive **d.** laborious
8. We knew right from the ____ of the dig that our findings were going to challenge what we already knew about Mesopotamia.
   a. outset **c.** output
   b. outcry **d.** outbreak
9. This café is surprisingly ____ to thinking. It's easier for me to write here than at the office.
   a. prominent **c.** subject
   b. alluring **d.** conducive
10. You should keep ____ for online offers from DAM – they regularly have 'half price off' days.
    a. a record **c.** a lookout
    b. attention **d.** sight

8 REVIEW

C. Complete the gaps in the text with one word only.



Ancient societies were always curious about what existed beyond the Earth's atmosphere, but with the naked eye alone, it was impossible to know. The necessary technology needed 1 _____ be developed first so that more could be discovered. It was 2 _____ until the 1600s when Italian physicist Galileo improved on a prototype telescope and turned it towards the skies that the dawn 3 _____ astronomy as we know it began.

Galileo was 4 _____ to see into the sky like never before, observing the moon in considerable detail and even discovering that the planet Jupiter had its own moons. Thus, it was improvements in the telescope 5 _____ allowed future astronomers to scan and survey outer space, and, as its capabilities became more sophisticated, so 6 _____ our knowledge of the universe. Over the years, scientists have continued to make startling astronomical discoveries - these days with the Hubble Space Telescope - and, in doing so, have shed even more 7 _____ on the Earth's place in the universe. While humankind may never discover more than a drop in the ocean of what exists in the vastness of outer space, 8 _____ is certain is that the future of space exploration will be exciting.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. Following a specific dress code is not required of employees. **under**
   Employees are _____ a specific dress code.
2. You should avoid being connected with the rumours going around, or you will end up in deep water. **distance**
   You had _____ the rumours going around, or you will end up in deep water.
3. According to a recently passed law, climbers must not climb any mountains above 1,500 metres without a climbing partner. **mandatory**
   It has recently _____ mountains above 1,500 metres with a climbing partner.
4. It seems that there was no need for us to bring so much money with us. **brought**
   It looks _____ so much money with us.
5. Above everything else, you should prioritise getting your dissertation finished on time. **take**
   Getting your dissertation finished on time is _____ everything else.
6. Due to limited finances, Jenny will postpone her holiday plans until next summer. **hold**
   Due to limited finances, Jenny will _____ until next summer.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to exploration, research, archaeology, inventions and discoveries ☐
- use modal verbs to express ability, obligation/necessity, absence of obligation/necessity, prohibition, possibility, deduction; make suggestions and requests; ask for permission; give advice ☐
- use emphatic forms ☐
- use prefixes; collocations with 'keep'; phrases denoting time; topic-related vocabulary; prepositional phrases; phrasal nouns; idioms ☐
- write an essay summarising two texts ☐

9 The power of design

PICTURE A

Discuss:

- Look at **picture A**. Would you live in a house like this? Why? / Why not?
- If you could design your own house, what would it look like?
- Look at **picture B**. Which colours do you like having in your surroundings?
- Which colours uplift your mood? Are there any colours that make you feel depressed?
- Look at **picture C**. Which of the following adjectives do you associate with good design?

innovative | aesthetically pleasing | functional | simple | long-lasting | environmentally friendly

- The famous artist and designer William Morris said: 'Have nothing in your houses that you do not know to be useful, or believe to be beautiful'. Discuss.
- Look at **picture D**. Imagine you were buying a car. What would you care about most when choosing: colour, design or practicality?

PICTURE B

PICTURE C

PICTURE D

In this module you will...

- discuss issues related to design, art and city planning
- learn how to refer to something imaginary, unreal or unlikely to happen in the present/future
- learn how to refer to untrue situations and events in the past
- learn how to express regret, complaints and criticism, opinion and preference
- learn how to use the causative form
- expand your vocabulary by learning verb suffixes; derivatives; collocations with 'hold', 'turn', 'go' and 'catch'; idioms; noun suffixes referring to people; vocabulary describing shapes, art and buildings; hobbies; word pairs; colloquial expressions
- learn how to write a report
- acquire skills and strategies that will help you in exams

9a

Reading

A. Discuss.

- Have you ever been on a roller coaster? If yes, did you enjoy it? If no, why not?
- Which of the statements below best describes your feelings towards roller coasters? Elaborate on the statement.

"I love adrenaline-packed activities. Who doesn't love the thrilling feeling of speeding up and down hills and going around the loop-the-loops? It's almost like you're flying."

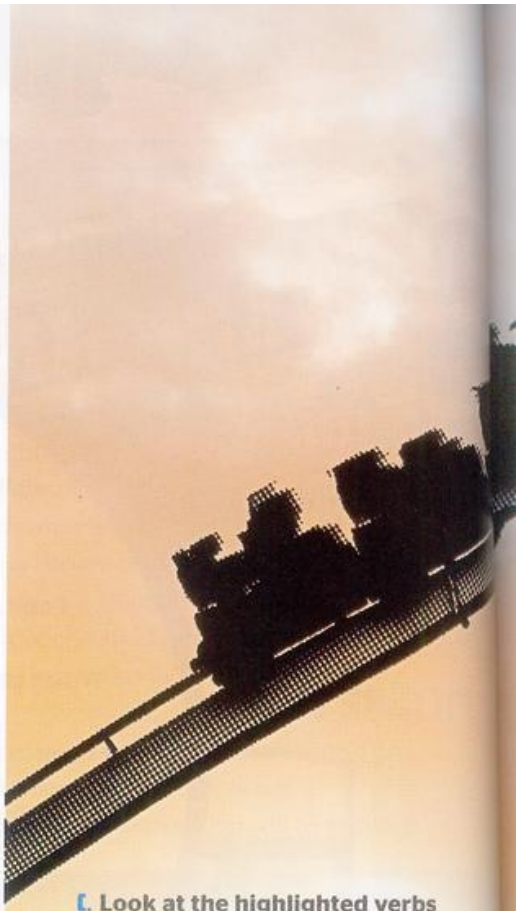
"There's a reason they call them the 'scream machines'. I think that roller coasters are petrifying and I don't see why anybody would enjoy riding on one."

- What do you think makes a roller coaster appealing/frightening? Think about:

speed height design anticipation

B. Read the magazine article about roller coaster design on the next page. For questions 1-6, choose the answer (a, b, c or d) which you think fits best according to the text. (See TIP 1 in the Reading Reference)

1. According to the writer, the aesthetics of coasters are specifically designed
   - **a.** so that people underestimate the danger of such rides.
   - **b.** so that people do not feel intimidated by them.
   - **c.** to enable longer periods of anticipation.
   - **d.** to elicit a physical and emotional reaction from passengers.
2. What reason does the writer give for not seeing the view from the top of the hill (para. 3)?
   - **a.** While on the ride, passengers cannot see past the hill.
   - **b.** The track beyond the hill bends backwards and out of sight.
   - **c.** The train went over the hill too quickly for the writer to see anything.
   - **d.** Fear caused the writer to concentrate only on the descent.
3. In the phrase in brackets in the fourth paragraph, what point is the writer making about the track's initial climb?
   - **a.** Its powerful effect on passengers is not its primary purpose.
   - **b.** Its form is designed purely to create a physical effect.
   - **c.** It is the most complex mechanical component of the track.
   - **d.** It is included out of necessity and has little effect on passengers.
4. In the text, the phrase 'a false sense of security' (2nd column, line 13) means
   - **a.** convincing passengers that they are in actual danger.
   - **b.** misleading people into thinking the ride is becoming calmer.
   - **c.** using repetitive movements which passengers can predict.
   - **d.** designing a track that looks more dangerous than it feels.
5. Which one of the following phrases from the sixth paragraph indicates that the writer is being humorous?
   - **a.** loop-the-loops
   - **b.** tongue in cheek
   - **c.** elegance and euphoria
   - **d.** thrilled to death
6. Throughout the text, what can be inferred about coaster design?
   - **a.** The thought process behind design choices is not usually apparent.
   - **b.** Track designs follow fixed layouts determined by physics and psychology.
   - **c.** Designers are knowledgeable about the triggers and impacts of adrenaline.
   - **d.** The laws of physics leave little room for innovation in coaster design.



C. Look at the highlighted verbs in the text and match them with their meanings. There are two extra meanings which you do not need to use.

1. dangle	☐	**4.** trigger	☐
2. suffice	☐	**5.** hurtle	☐
3. accelerate	☐	**6.** shatter	☐

- **a.** to move with increasing speed
- **b.** to move with great speed
- **c.** to be incapable of controlling sth
- **d.** to destroy sb's hopes, beliefs, feelings, etc.
- **e.** to initiate a process, reaction, etc.
- **f.** to anticipate doing sth
- **g.** to hang loosely
- **h.** to be enough or satisfactory for sth

D. Discuss.

- What other adrenaline-packed activities do you know of?
- Which of the following would you be willing to try? Why? / Why not?

skydiving swimming with sharks
volcano boarding dining in the sky

Harnessing the power of FEAR

There are screams in the air. Overhead, the train rattles round a loop in the track, passengers' arms dangling from the upside-down carriage, then it slows into the incline of the next hill. This is Fury 325, a ride so intense that the name 'roller coaster' wouldn't suffice; this is the tallest and fastest 'giga coaster' in the world. Almost at the front of the queue, I'm starting to regret my decision. I can feel my breathing rapidly increasing and my heart rate accelerating.

What I'm feeling are the effects of adrenaline. Adrenaline is released when the body's natural fight-or-flight response is triggered, which can be a response to many things: danger, loud noises, or, in my case, anticipation and fear. If there is one thing that is well understood by designers and engineers of coasters like this one, it is that a large part of the sensory experience of a ride is anticipation – the queuing, the waiting, the watching. To heighten this emotion and increase adrenaline, rides like this are designed as much for terrifying visual spectacle as for function.

The ride starts, and our train begins to climb a steep slope – the 325 feet that give the coaster its name. Every turn of a coaster track is designed around theory, and research shows that fear increases when there is a lack of control and an element of the unknown. Passengers face both of these from the beginning; unable to see what lies past the hill ahead, they are painfully aware that they have no power over their fates for the next 3 minutes and 25 seconds. After the unusually long climb, my anticipation has reached breaking point. The view from the hill is probably stunning, but I couldn't say; by the time we reach the top, I have eyes only for the drop in front of me, so steep that the lower part seems to curve back on itself and disappear. The train pauses on the tip of the hill before gravity takes over and sends it hurtling downwards.

Fury is a 6,602-foot-long exercise in intelligent engineering design. The initial upward climb is an engineering requirement, needed to build up the potential energy which carries the train to the end of its track (even though when you're actually on that slope, it doesn't feel like anything more than an elaborate torture mechanism). The rest of the track layout is purposely designed to subject the body to fluctuating acceleration. The interaction of gravity and acceleration creates g-forces, which impact the body in different ways and create various physical sensations. The impact of these forces is really at the root of why we find coasters so enjoyable, and the adrenaline rushing through our system further amplifies their effects. The body also releases dopamine, a chemical responsible for feelings of addictive pleasure; this is the rush of excitement that many feel when doing something dangerous.

More than simple physics, the design of a track manipulates human psychology. The best designers consider how specific layouts and levels of force could affect not only the physical sensations that passengers feel, but also their mental expectations of the ride. For example, repetitive sections of calmer track can create a false sense of security (which can then be shattered), and loops can be constructed to give illusions of heart-stopping 'near misses' with other sections of the track. In this competitive field, engineers are constantly developing new tricks that will allow them to create the latest, fastest, biggest, scariest and most impressive ride.

Restricting this challenge however, is the fact that there are limits to the pressures that the human body can withstand. If forces are too intense, blood flow to the vital organs can be affected, and people have been known to pass out on coasters when g-forces became too much for them. In the extreme, this can even be deadly: in 2010, a PhD student in London designed a coaster whose descent and loop-the-loops had been specifically calculated so that the impact of g-forces would result in a fatal lack of oxygen to the brain. Tongue in cheek, this theoretical coaster was described as 'taking lives with elegance and euphoria'. While this gives a different meaning to the expression 'thrilled to death', back in the real world, coasters are carefully devised to create g-force thrills while staying within the limits of both safety and comfort.

As for me, when Fury 325 returns to the station, I can't deny my relief. Still, I also feel exhilarated and yet strangely calm. This is the 'parasympathetic rebound' – a state of intense relaxation that results from the sudden removal of severe stress. It is amazing the extent to which a feat of clever design can affect both mind and body. Give me a few minutes to recover, and I will probably be back in the queue.

9a

Vocabulary

A. Read the note and form verbs to complete the table using the words in the box. Make any necessary changes.

Many verbs are formed by adding a suffix (e.g. -en, -ise, -fy, -ate) to an adjective or a noun. The suffixes **-fy/-ify** and **-ate** have the general meaning of to do, to make or to become as indicated by the root word.
ample > amplify *intense > intensify* *regular > regulate* *immigrant > immigrate*
Notice the following: value > evaluate number > enumerate

note	replica
domestic	class
false	active
motive	test
liberty	quality

-FY/-IFY	-ATE

B. Complete the sentences using the correct form of the words in capitals.

1. The scientists participating in the clinical research are _____ a new method to identify genes. **FORMULA**
2. Attempts are being made to _____ the programmes of study in many departments at the university so as to make them relevant to contemporary society. **DIVERSE**
3. If you purchase something in one of the shops, you can have your parking ticket _____ so that you aren't charged a parking fee. **VALID**
4. The research programme has _____ the application process by making it possible to register online. **SIMPLE**
5. It is believed that this is a medical procedure that _____ in China. **ORIGIN**
6. Many contemporary artists are trying to find ways to _____ their works of art from those of other artists. **DIFFERENT**
7. The date of the next seminar wasn't _____ in the email sent by our supervisor. **SPECIFIC**
8. The professor chose to _____ his point by sharing a personal experience. **EXAMPLE**
9. Parents may _____ one of their children if they constantly compare this child to his or her siblings. **ALIEN**
10. Despite his successful career as an archaeologist, speaking in public always _____ him. **TERROR**

C. Complete the table with the noun and verb derivatives of the adjectives given. Include only those noun derivatives that retain the same meaning as the adjectives.

Some words do not form derivatives with the help of suffixes but through an internal spelling change (e.g. *proud > pride*). For some of the adjectives below, the noun derivative is formed with such a change.

Adjective	Noun	Verb
broad		
deep		
flat		
high		
long		
narrow		
short		
strong		
thick		
weak		
wide		

D. Now match the adjectives or pairs of adjectives in the box with the group of words they collocate with.

long/short narrow/wide strong/weak deep high

1. _____ — foundation, performance, evidence, character, economy
2. _____ — corridor, sleeve, description, distance, interruption
3. _____ — red, concern, fascination, understanding, thought
4. _____ — street, corridor, gap, choice, focus, search
5. _____ — fence, expectation, probability, rating, risk, visibility

E. Complete each group of sentences with one of the verbs *go*, *get*, *catch*, *turn* or *hold*. There is one extra verb which you do not need to use. Each sentence may need a different form of the correct verb.

1.

a. You will be _____ personally responsible for any damage to the premises during your occupancy.

b. There is a company in Canada which _____ the trademark for that name, so we can't use it for this product.

c. If we were to _____ a meeting with the board of directors this afternoon, we would have to have a model of the stadium design ready.

2.

a. The work of art I liked most at the gallery was by a very young artist; they told me he _____ 16 in June.

b. The architect sat at his desk and _____ his attention to the plan in front of him.

c. I've decided to _____ over a new leaf; I'm signing up at the gym and I'm not buying any more junk food.

3.

a. At the first meeting, he gave us a general idea of what the building would look like, without _____ into much detail.

b. Their rejection of the design just _____ to show that they're not ready for something more modern and experimental.

c. Kelly couldn't help but think that all the hard work she had put into the project would _____ unnoticed.

4.

a. I'd like to be home by eight so I can _____ the newest episode of *Megastructures* – they're presenting the tallest bridge in the world tonight.

b. Before you perform the next set of exercises, make sure to rest for a minute and _____ your breath.

c. We were channel surfing when a documentary on art _____ my interest.

F. Read the dialogues and match them with the correct image, a, b or c.

1 ☐

A: I don't understand what all the fuss is about. It's just a bunch of horizontal stripes.

B: I don't see it that way. For instance, there's one **vertical** line going down through all the **parallel** lines, so this must have meant something to the artist. It can't just be **random**, correct? I'm sure there's some sort of meaning behind it. Personally, I find it very intriguing.

2 ☐

A: Abstract images and geometric shapes such as the ones depicted in this painting are representative of orphic cubism. Notice how the **cubes** look as if they're jumping off the **canvas**. If you look closely, you'll also notice a few **cones** in the background. Three-dimensional depictions of objects are a common feature of this style.

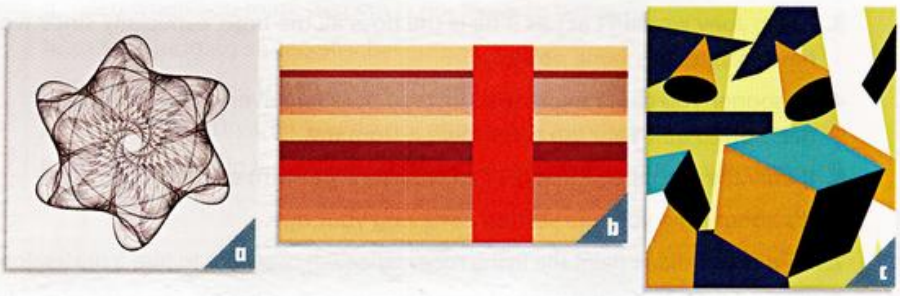
B: The rich colours and contrasts are **striking**. I love how abstract art is always open to interpretation.

3 ☐

A: Computer-generated graphics make creating **symmetrical** patterns a piece of cake. This one wouldn't be easy for an artist to do by hand.

B: Certainly not. However, I don't consider it 'art'. Sure, the **curves** and spirals in the design are aesthetically pleasing, but, for example, a realistic-looking portrait is a greater form of art.

A: I disagree. An artist can use all sorts of media to create a work of art.



G. Read the definitions below and match them to the words in bold in the dialogues above.

1. standing or pointing in a straight line that forms a 90° angle with a horizontal line or surface: _____
2. happening or chosen without a particular purpose or plan: _____
3. an object with a flat, circular base which becomes narrow at the top and forms a point: _____
4. a line or shape which has a smooth bend: _____
5. describing a shape or object whose two halves are the same: _____
6. fascinating or unusual enough to be easily noticed: _____
7. a solid object with six square sides of the same size: _____
8. not depicting people and things realistically, but instead using shapes, patterns and colours: _____
9. describing two lines, streets, etc. whose distance between them is the same along their length: _____
10. a piece of cloth on which artists paint (usually with oil paints) or the painting itself: _____

Grammar Unreal Past

A. Read the examples and answer the questions that follow.

a. I wish I could help you with that, but I don't have the technical knowledge.
b. I'd sooner we hired an interior designer to redecorate our house.
c. If only I hadn't turned down the position of graphic designer.
d. It's high time Greg got a job!
e. If only you wouldn't waste all your time on that silly computer game!
f. He felt as though he had been hit by a lorry.

1. Which of the sentences refer to the present/future and which to the past?
2. Which sentence(s) express(es):
   - regret?
   - sth that is unlikely to be true?
   - criticism or complaint?
   - preference?
3. What verb forms are used after the phrases in blue? Complete the table below.

wish / if only / would rather* / would sooner* / as if / as though / it's time + _____ is used to refer to the present or future
wish / if only / would rather */ would sooner* / as if / as though + _____ is used to refer to the past

when the subject of **would rather/would sooner is different from the subject of the main verb*

B. Read the sentences. Tick the correct ones and correct the mistakes in the incorrect ones.

1. I wish I would paint as beautifully as you do.
2. My brother wishes he could have travelled more when he was younger.
3. I wish Joey wouldn't act as if he is the boss all the time, especially since we have exactly the same position.
4. I'd sooner you came to me first, instead of telling everybody about your decision to quit your job and hiding it from me.
5. If only they stopped talking; I can't concentrate with all this noise.
6. It's about time you had started behaving your age.
7. We'd rather didn't paint the living room ourselves; we want to hire a professional.
8. Peter would prefer it if we will recommend an architect for him to work with.

C. Rewrite the sentences using the words given.

1. I think you should take lessons to get your driving licence. **TIME**
   _____
2. Jake regrets not studying Architecture at university when he had the chance. **WISHES**
   _____
3. I don't like the idea of her finding out why I left town. **SOONER**
   _____
4. My flatmate always leaves the washing-up for me and that annoys me! **IF ONLY**
   _____
5. They treated us like children! **AS IF**
   _____
6. I don't like the fact that I can't take any days off this month. **WISH**
   _____
7. In my opinion, you should have bought the other painting. **RATHER**
   _____
8. We need to paint the ceiling but we don't have enough paint. **IF ONLY**
   _____

Listening 1

A. Listen to 10 short conversations. From the three answer choices, select the answer which means about the same thing as what you hear, or is true based upon what you hear. (See TIP 5 in the Listening Reference)

1. **a.** The arranged meeting time will be changed.
   b. A time for the meeting will not be set.
   c. The meeting will most likely be cancelled.
2. **a.** He is feeling unwell.
   b. He is put off by the bad weather.
   c. His car has broken down.
3. **a.** She doubts the man is telling the truth.
   b. She wants to know where to buy the book.
   c. She bought the same book for more money.
4. **a.** He will confront the architect about his attitude.
   b. He is considering firing the architect.
   c. He will demand that changes be made to the bathroom.
5. **a.** She agrees to help him.
   b. He wants to change course.
   c. She thinks he's making a wrong decision.
6. **a.** She is planning to sell the house.
   b. She will move into the house soon.
   c. He is considering buying her house.
7. **a.** His colleague is quick-tempered.
   b. He'd prefer it if his colleague were more interested in the work.
   c. He wishes his colleague would stop annoying him.
8. **a.** She wants more viewers to see the apartment.
   b. He isn't sure whether he wants the apartment.
   c. He wants to pay less rent for the apartment.
9. **a.** She doesn't like her dark office.
   b. She knew nothing about the move.
   c. She disapproves of the decision.
10. **a.** They like the painting a lot.
    b. He is an art connoisseur.
    c. She cannot interpret the painting.

B. Listen to ten questions/ statements. From the three answer choices, choose the best response. (See **TIP 6 in the Listening Reference**)

1. **a.** You're telling me.
   b. I still owe you.
   c. I'll book today.
2. **a.** Yes, he's great at his job.
   b. No, but I'll look into it.
   c. I've known him for a while.
3. **a.** OK, but I'm running out of time.
   b. Sure, just hold on a sec.
   c. It lasts about half an hour.
4. **a.** I haven't made up my mind yet.
   b. Not this particular one, no.
   c. I wish I could finish it soon.
5. **a.** I go once a week.
   b. I didn't really enjoy it.
   c. I'm loving every second.
6. **a.** I wish I had one.
   b. I'd rather we didn't.
   c. If only we would.
7. **a.** They certainly were.
   b. I thought she was.
   c. I suppose he does.
8. **a.** True, they would have been better.
   b. Yes, they only have them in blue.
   c. No, I don't think they'll match.
9. **a.** I think it's perfectly fine.
   b. No, it's just me.
   c. It's hot, isn't it?
10. **a.** Well, actually, the furniture was really cheap.
    b. We could do with some wallpaper.
    c. No problem. I'll go to the bedroom.

C. The expressions in bold below are mostly used in spoken English and were heard in the listening activities. Match them with their meanings.

1. I'm feeling a bit **under the weather** today. ☐
2. Looks like I **was ripped off**! ☐
3. I'm thinking of **calling it quits**. ☐
4. **Hang in there**. ☐
5. Well, **it's your call**, but I think you should stick to more neutral colours. ☐
6. Your style might **not be everyone's cup of tea**... ☐

a. ill
b. not one's choice or preference
c. to stop trying or doing sth
d. to be overcharged
e. the decision is yours
f. to continue to try to do sth despite difficulties

7. I'm going to **give him a piece of my mind** next time he shows up. ☐
8. **Give him a break**; he's new. ☐
9. **That'll be the day!** ☐
10. I'll have to **sleep on it**. ☐
11. Yep, **it's beyond me**, too. ☐

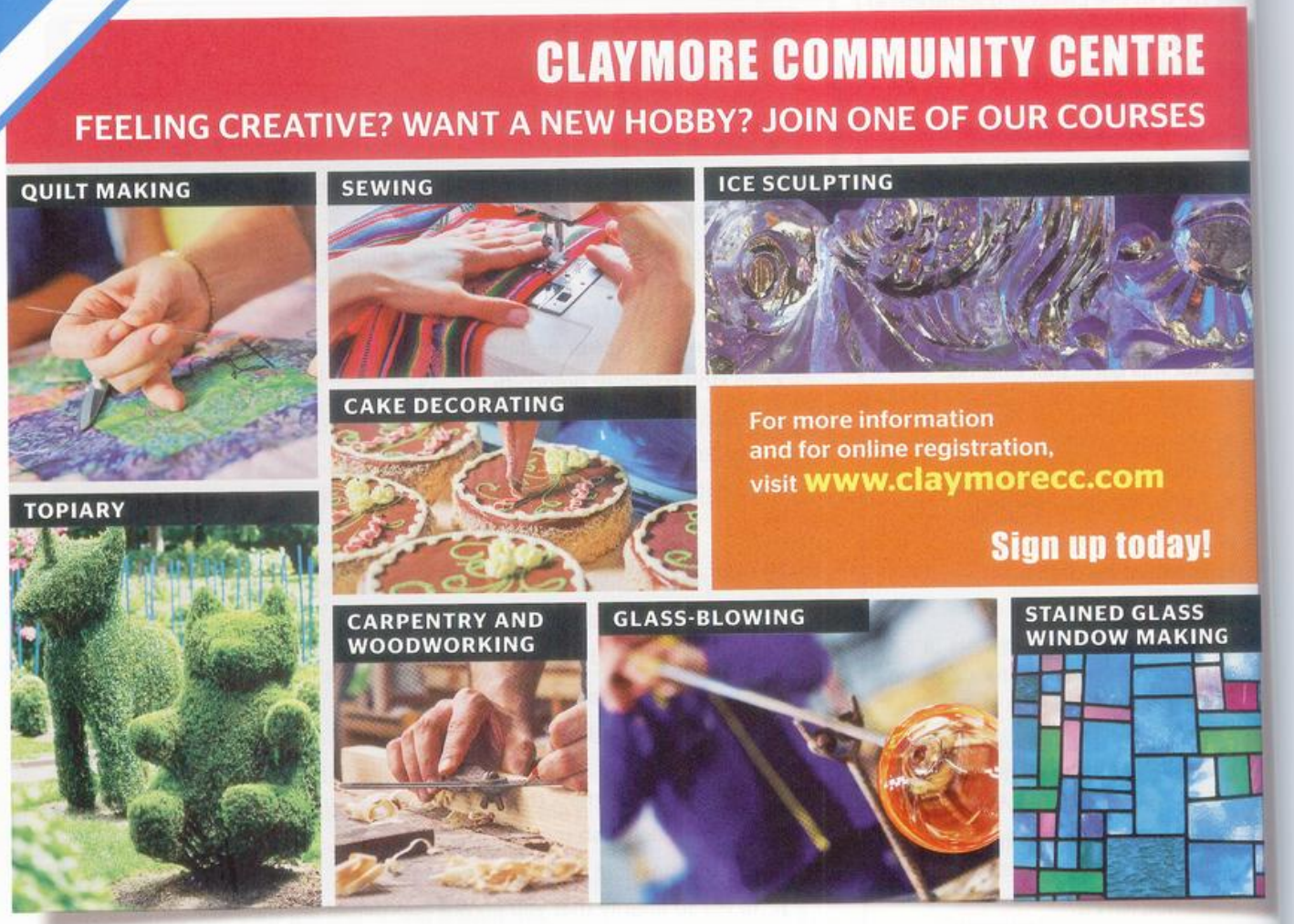
g. used when you think that sth is not likely to happen
h. to stop judging sb too strictly
i. to be impossible for sb to understand
j. to tell sb angrily that you do not approve of sth they have done
k. to delay making a decision so that you can think about it overnight

12. Why am I being kept **in the dark**? ☐
13. You wouldn't **happen to** know of a good builder to help with the roof, would you? ☐
14. When you have time, could I **run** some ideas about the new company logo **by** you? ☐
15. **If you don't mind my asking**, did you make that yourself? ☐
16. How's your new art class **coming along**? ☐
17. **Is it just me or** is the temperature very low in here? ☐

l. progressing
m. used when asking a question which you think the listener may not be able to answer
n. used when you are dissatisfied with sth and want to see if others are too
o. used when you want to make your actual question more polite
p. uninformed about sth
q. to tell sb about sth so that you can receive feedback

Listening 2

A. Look at the poster and discuss the questions.



- Which of the workshops/courses would you like to enrol on? Why?
- Rank them from the most interesting to the least interesting. What made you choose this order?
- In your opinion, what skills are required for these workshops/courses?
- What do people get out of them? Do you think there are any long-term benefits?
- Is creativity a talent you're born with or can it be developed?

B. You will hear five short extracts in which people are talking about a course that they recently enrolled on. You will hear the recording twice. While you listen, you must complete two tasks. (See TIP 3 in the Listening Reference)

TASK ONE

Choose from the list (A-H) each speaker's motivation for enrolling on the course.

Speaker 1 ☐ **Speaker 3** ☐ **Speaker 5** ☐
Speaker 2 ☐ **Speaker 4** ☐

A. to connect with like-minded people
B. to learn a practical skill
C. to receive more tailored tutoring
D. to diversify into other areas of the craft
E. to please others
F. to pursue a new hobby
G. to help accomplish a lifelong dream
H. to revive a past interest

TASK TWO

Choose from the list (A-H) what each speaker did not anticipate happening during the course.

Speaker 1 ☐ **Speaker 3** ☐ **Speaker 5** ☐
Speaker 2 ☐ **Speaker 4** ☐

A. being disillusioned with the course
B. quarrelling with the educator
C. experiencing a change of heart
D. surpassing their own learning expectations
E. requiring great dexterity
F. working in a competitive atmosphere
G. designing new and novel concepts
H. collaborating with peers outside of class

Vocabulary

A. Look at the extracts from the listening activity and answer the questions.

- *I used to love drawing when I was a youngster as it gave me so much pleasure.*
- *You see, the instructor is supposed to be a specialist in both silver and gold jewellery making.*
- *I actually aspired to become a mechanical engineer.*

1. Which nouns refer to people?
2. Which words do these nouns derive from?
3. Which suffix has been added to the root word?

B. Look at the tables below containing noun suffixes that refer to people. Form nouns with the words in the boxes and write them in the correct category.

contract reside correspond distribute finance inhabit mountain observe cash profit attend buy

-er	-or	-ant	-ent	-eer	-ier
consumer	inventor	assistant	president	engineer	supplier

beg lie politics ideal refuge fraud humanity natural prank guard attend authority

-ian	-arian	-ist	-ar	-ee	-ster
librarian	fruitarian	activist	burglar	employee	youngster

When adding suffixes, remember that you may need to drop letters, add letters or change a letter or the root word.
If you are not sure, use a dictionary.

negotiate > negotiator statistics > statistician law > lawyer history > historian
vegetable > vegetarian nominate > nominee surgery > surgeon (the suffix is -eon but it is pronounced -ian)

C. Read sentences 1-8 and choose a synonym from the box for the verbs in bold.

destroy live in renovate leave put together build reinforce rent out

1. The new building they're **erecting** adjacent to the town hall will serve as the headquarters for a telecommunications company.
2. The castle was **fortified** in the 14th century to resist any attacks.
3. We were thinking of **refurbishing** a couple of rooms because the paint is getting shabby and the furniture is looking worn.
4. Although beautiful, this lavish mansion is too expensive to maintain, which is why it hasn't been **occupied** for the last couple of years.
5. On mega constructions like this one, most of the individual parts are built elsewhere, transferred to the site and then **assembled**.
6. Ted owns a bit of land outside the city which he **leases** to a local farmer since there's nothing else he can do with it.
7. One by one the elegant houses on this street were sold and **demolished** in order to build a health and sport centre in their place.
8. Nearly a thousand employees had to **evacuate** the building when there was a false fire alarm.

Vocabulary

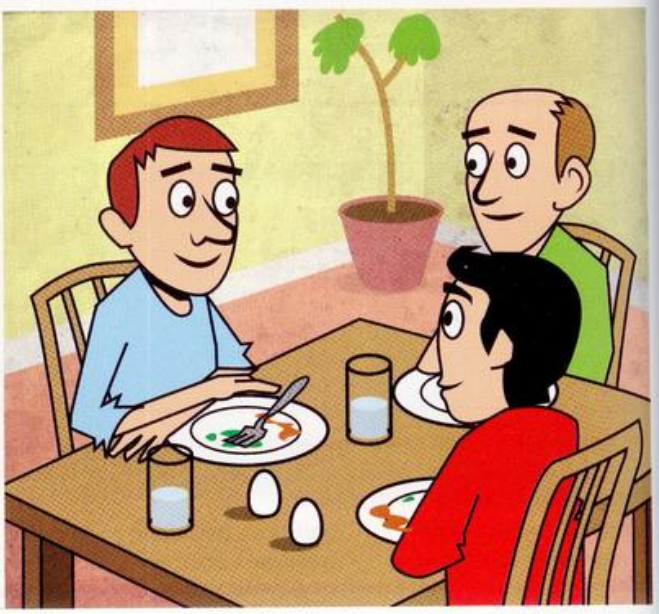
D. Look at the adjectives in the box that can be used to describe buildings and write them in the correct category.

majestic concrete derelict dilapidated historic imposing grand industrial magnificent modern municipal steel public stone residential run-down timber

AGE	APPEARANCE	MATERIAL	STATE	PURPOSE
ancient	impressive	brick	crumbling	commercial

E. Read the sentence, look at the pictures and answer the questions.

They wouldn't talk to each other so I invited them over to my house for dinner so they could finally start ***mending fences.***



1. Is the phrase in bold used literally or metaphorically?
2. Which picture depicts the literal and which the metaphorical meaning of the phrase?
3. What do you think the phrase means?

F. Read sentences 1-7 below. First, underline the phrase in each sentence which has a metaphorical meaning. Then, match the phrases with the definitions a-g.

1. We all expressed our opinions, but as the most senior, Kevin Wilson holds the key to the final decision. ☐
2. I always dreamt of sailing around the world in a yacht but that's just building castles in the air. ☐
3. He didn't have to tell us everything they said and did at the meeting for us to get the picture. ☐
4. The price of oil has gone through the roof again. ☐
5. She might be a renowned news presenter now, but she got her foot in the door working as a weather forecaster at a local news station. ☐
6. Danny burnt his bridges when he told his boss off before handing in his resignation. ☐
7. Maria tried to resolve the misunderstanding with Leo but it was like talking to a brick wall. ☐

a. to get the opportunity to enter a business at a low level, but with the possibility of doing better in the future
b. used for sb that does not listen or react when spoken to
c. to do sth which destroys your chances of returning to an earlier state
d. to rise quickly to a very high level
e. to have plans, hopes or dreams that have very little chance of happening
f. to understand a situation
g. to control sth or have the ability to solve sth

G. Look at the extract from the listening activity. What does the word pair in bold mean?

*You learn through **trial and error**.*

Word pairs are words that go together and are usually joined with **and** or **or**. These pairs can belong to one of the following categories:
- related words *(sick and tired)*
- opposites *(pros and cons)*
- repetition *(so and so)*

The pairs of words in the first two categories cannot be used in reverse order.

H. Match the phrases in bold with the meanings a-h.

1. When somebody stole our wallets on the trip, we were **left high and dry** with no cash or credit cards on us. ☐
2. I've known Julia for many years and we've been **through thick and thin** together. ☐
3. People came **from near and far** to the Annual Conference for Web Designers. ☐
4. I'm tired of explaining the same things to her **over and over again**. ☐
5. Once we have everything **in black and white**, we can start doing business with the computer company in Bristol. ☐
6. I'm sure you'll find a battery in the top drawer; it's full of all sorts of **odds and ends**. ☐
7. **Every now and then** we go on a day trip to the beach or hiking in the mountains. ☐
8. We've **more or less** finished studying, so let's make plans for tonight. ☐

a. from many places
b. during/through both good and bad times
c. different things, which are small and of little value
d. without help or in an inconvenient situation
e. many times
f. sometimes, but not regularly
g. almost
h. in written form

Grammar Causative Form

A. Read the examples and answer the questions that follow.

1. Near the end of the course, the professor had us each design a website on our own.
2. Before we moved to our new premises, my boss had the whole place renovated.
3. By the time Mr Ronalds returned from his lunch break, I had completed the plans for the new bridge.

Which of the sentences means:
a. do something on one's own?
b. ask someone to do something?
c. arrange for a professional to do something?

B. Complete the dialogues using the causative form when necessary.

1. **redecorate – it**
   A: Wow! Your living room looks lovely. I didn't know that you _____. I adore the furniture and the paintings you chose. Can you help me with mine too?
   B: To be honest, we _____ by an interior designer. It wouldn't look this good if I had done it on my own.
2. **steal – tablet**
   A: Jake is devastated. He _____ right out of his bag while he was on the bus this morning.
   B: Oh, that's awful! Who would _____ from a young boy?
3. **fix – them**
   A: Your patio lights aren't working. Do you want me to _____? It won't take me long.
   B: Thanks, but I _____ by an electrician tomorrow afternoon. I've already arranged it.
4. **check – eyes**
   A: What does it say there? I can't see a thing.
   B: Well, it's not that far. Maybe you should _____.
   A: I did. The eye doctor _____ last week. I ordered new glasses but they aren't ready yet.
5. **clean – it**
   A: This place was a mess yesterday! How did you manage to _____ so fast? Did someone help you?
   B: I _____ by a professional cleaning company because it wouldn't have been ready for tonight's event if I hadn't.

C. Read the sentences. Tick the correct ones and correct the mistakes in the incorrect ones.

1. How often do you your air conditioner serviced and cleaned?
2. I must get that broken window replace; it's very cold in here.
3. I wasn't into exercise but somehow Janet had me to go hiking with her and now I do it every weekend.
4. The Joneses had their shop broken into last night!
5. Have the applicants sign their names on this piece of paper before they leave.
6. Sally had designed her dress by a famous fashion designer. It's one of a kind.
7. I won't have you borrowing my things if you're not going to give them back.

Speaking

A. Discuss.

- Which of the facilities and infrastructures below do you consider to be important in a town/city?

public transportation | parks | pedestrian pathways | bicycle lanes | well-maintained streets | recreational facilities

- Think of your town/city. Which of the above need improving?

B. In pairs, read the task and the points on the information sheet. Then do the activities that follow.

Selecting a construction project for your city

- You work for the city council and are in the process of selecting a project to fund in your community. After reviewing the options, you have narrowed it down to one: bicycle lanes.
- Collaborate and plan a short presentation that you will present to your superior in order to convince him/her to select and adopt your project.
- Each of you must present two different reasons why you have chosen the particular option.
- After you have presented your option, you must be ready to justify and defend your choice. Your superior will question you about it and the reasons you have presented.

INFORMATION SHEET

BICYCLE LANES The following list provides some relevant information about a bicycle lanes project:

- will reduce traffic congestion
- air pollution levels will drop
- safety for existing cyclists
- frequently requested by residents
- will enhance city's reputation
- parts of parking lots can be used for bicycle parking
- major disruption to traffic flow during construction

1. Listen to a man and a woman presenting the bicycle lanes project. Answer the questions below.

a. Which points/reasons do they each talk about?
b. Is the language/register they are using formal or informal?
c. Do they use the points on the information sheet as they are or do they paraphrase them?
d. Do they add any of their own ideas?
e. Who gives a satisfactory answer?
f. Why is the other person's answer unsatisfactory?
g. The table on the right has phrases that can be used to present reasons. Listen again and identify the ones the man and woman use.

2. Listen to the same man and woman discussing the project with the head of the local council, Mr Anderson. Answer the questions below.

a. Which of the reasons does Mr Anderson question first?
b. How does the man defend this reason?
c. What example / personal experience does the man mention to show that safety is an important issue?
d. When making reference to traffic congestion, Mr Anderson mentions that instead of reducing it, bicycle lanes can actually increase it. What reason does he provide for this?
e. How do the man and woman deal with the situation when Mr Anderson expresses concern about the disruption to traffic flow during construction (negative point)?
f. Which of the following arguments do the man and woman use to offset the negative point? Write M for Man, W for Woman or B for Both.
   - construction won't take place during peak traffic hours ☐
   - most residents won't complain since they requested bicycle lanes ☐
   - inconvenience only for a short time ☐
g. The table on the right has phrases that can be used to justify and defend arguments. Listen again and identify the ones the man and woman use.

Presenting reasons

There are various/several reasons I would like to point out.
There are many reasons why...
The main reason/advantage is...
Another equally important reason/advantage is...
The first/second, etc. reason for choosing... is the fact that...
A further reason/advantage is...
We have selected this option because we consider it to be...
The deciding/determining factor for us was...

Justifying and defending

We gave this aspect some thought and concluded that...
We have thought the matter through and believe that...
This doesn't pose a problem because...
To justify/support my point/argument, I would like to mention that...
This aspect could be overlooked if we take into consideration that...
This was one of our concerns as well, but bearing in mind that..., we consider it a minor detail.
We feel this issue can be treated as insignificant, as...

C. In pairs, read the task below and TIPs 6, 7 and 8 in the Speaking Reference. Then do the activity.

Selecting a construction project for your city

- You are members of the city council and you serve on a selection committee to decide on a new construction project that will receive funding.
- Four projects have made it to the final selection process.
- Each of you will be given descriptions of two of the four projects.
- You will need to describe the two construction projects on your information sheet to each other, so that you both know the four projects.
- Then you will select one construction project which you will both present to a superior (teacher), each presenting two different points/reasons.
- Finally, you will be questioned about your choice, which you have to justify and defend.

Student A: Read the steps below. **Student B:** Go to the Speaking Activities section.

Student A

Step 1 (5 minutes)

Read through the information sheet below with the descriptions of two construction projects for your city. Take a few minutes to think about how you will present them to Student B, and make notes if you like.

Step 2 (5 minutes)

Take turns doing the following:

- When presenting information:
  - Without showing your information sheet to your partner, present the two construction projects, summarising the points in your own words as far as possible and elaborating on some of them.
  - Silently, choose one of your own construction projects. Remember: all options are possible as long as you can support why your choice is the best.
- When receiving information:
  - Listen carefully to your partner's presentation. Keep notes throughout as you are not permitted to look at your partner's information sheet.
  - At the end of your partner's presentation, recommend the better option of the two presented by your partner.

Step 3 (5 minutes)

Look at your information sheet again and think of reasons in support of the option you have chosen. Student B will also do the same for one of his/her construction projects. Together, compare and contrast your individual choices, discussing the advantages and disadvantages of each, before reaching a joint decision about which of the two construction projects is more suitable. During this discussion, use your notes; do not look at each other's information sheets.

Step 4 (5 minutes)

Take a few minutes to further discuss the construction project you have selected and to plan a short presentation of this option. You may both look at the information sheet. Each of you must choose to present two different reasons why you have chosen the particular option and explain why these reasons are important. This is also a good time to discuss how you will deal with the negative point on the information sheet. (Use the chart below to make notes, if you like.)

Student A	Student B
Reason 1:	**Reason 1:**
Reason 2:	**Reason 2:**
NEGATIVE POINT	

The main aim of this step is to convince a third person, usually in a superior position, that the option you have chosen is the best one. Present the construction project formally to that person, summarising the points in your own words as much as possible and elaborating on them. You can include further arguments and examples to support your decision and convince the third person.

Step 5 (5 minutes)

Be ready to justify and defend your choice, as you will be questioned about the option you have chosen and the reasons you have given. The aim of this step is to address the challenges and support the chosen option. You may even be asked about the negative point on the information sheet.

INFORMATION SHEET 1

BOTANICAL GARDEN The following list provides some relevant information about the botanical garden project:

- environmentally friendly
- completed in two months
- aesthetically pleasing
- a place for people to walk/exercise
- will attract visitors
- could set up a gardening club for local school children
- extensive funding required to employ necessary staff

MAIN STREET UNDERGROUND PASSAGE The following list provides some relevant information about the Main Street underground passage project:

- enhance the safety of pedestrians
- completed in 8 months
- will be used by many residents in the area
- will link several local amenities
- offers pedestrians protection from the weather
- project within budget
- passages require regular maintenance and monitoring

Writing A report

A. Discuss.

If you were asked to design a town/city from scratch, how would you design it?

B. Read the writing task below, underline the key words and answer the questions that follow.

You are a member of the city council and you have been asked to write a report for the head of the Urban Design Committee on the public transport system in your city. You should describe the transport system, pinpoint the existing problems it has and make two or three recommendations that would improve the efficiency of the public transport system for the residents.

1. What are you asked to write and for whom?
2. Should it be written in a formal or an informal style?
3. What information must be included?

C. Read the report and choose the most appropriate heading for each section of the main part. Why are the options you did not choose inappropriate?

To: Richard Grant, Head of the Urban Design Committee
From: Gareth Hardy
Subject: Public transport system in Springfield

Introduction

The intention of this report is to outline Springfield's public transport system and to make suggestions which would enhance the system's efficiency.

The System As It Stands / The Bus Network / What the System is Like

The city is covered by a bus network and an underground railway that serves most residential areas. The infrastructure is satisfactory, with well-maintained bus lanes on all commuter routes and free local buses that ease pressure on other services during peak periods. Furthermore, following requests from residents, a newly created smartphone application provides expected arrival times for most services.

Car Drivers, Bus Lanes and Passengers / The Problems I Detected / Constraints on Efficiency

Firstly, one major problematic area is the fact that car and taxi drivers regularly enter the bus lanes, causing considerable passenger delays. Secondly, the free local buses stop wherever they are hailed, making the system work less effectively than was initially planned. A third issue that needs to be dealt with is the frequent closing of underground stations due to maintenance.

Things That I Suggest / Recommendations / Improving Traffic Congestion

To improve the situation of delays, traffic cameras should be used more extensively. By photographing the number plates of vehicles that are illegally entering bus lanes, authorities would be able to fine drivers automatically. This would act as a deterrent to drivers, thus contributing to better transport services. Secondly, it would be advisable to alter the existing free bus service. Free buses should be required to pick up and drop off passengers at designated bus stops. This in turn could hasten the flow of traffic. As far as the maintenance of underground stations is concerned, I would strongly recommend the work be carried out during night hours. If station closure is unavoidable, a special bus service from the closed station to the nearest operating station should be arranged to help alleviate the problem.

Conclusion

On the whole, if the above recommendations are implemented, then the public transport system would become more efficient. As a result, services would become faster and more reliable for all passengers.

D. Read the following statements and tick the ones that apply to the sample report.

The writer:

a. states the purpose of the report ☐
b. recommends specific bus routes and underground railway lines ☐
c. mentions passengers' opinions of the existing public transport system ☐
d. explains how the suggestions will help ☐
e. describes difficulties in the system that lead to inefficiency ☐
f. proposes solutions for certain problematic issues ☐
g. mentions complaints made by car and taxi drivers ☐
h. gives general information about the existing public transport system ☐
i. gives advice to residents using the transport system ☐
j. ends the report by stating an overall impression ☐

E. Read the phrases shown in the table below which you can use when writing a report. Then look through the sample report and find phrases to add to the table.

Stating the purpose of the report

- This is a report on/about...
- The aim/purpose of this report is to summarise/evaluate/propose/recommend/examine...
- This report describes / deals with / is based on / focuses on / is intended to / assesses / analyses...
- This report contains... with a focus on...
- This report recommends improvements/changes...
- I have been asked to write a report on...

1. _____

Making recommendations/suggestions

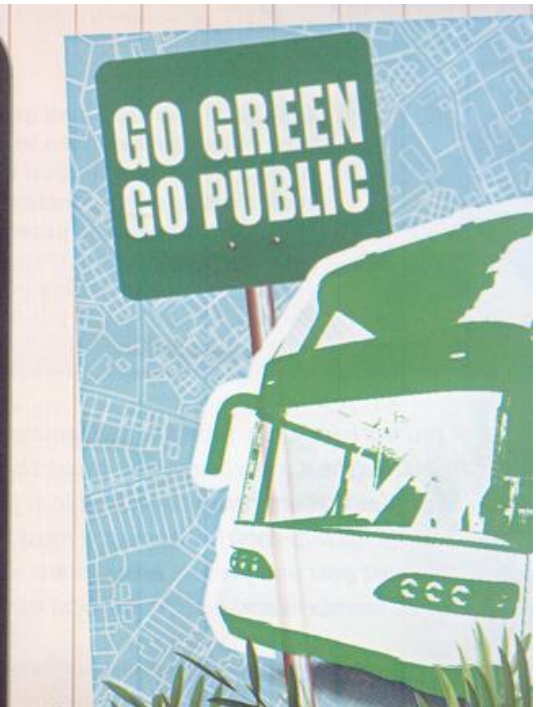
- I suggest that...
- I feel that it is important we should...
- It would seem that... is a viable solution.
- To achieve..., it would be best if...
- You may wish to consider...
- Having considered the options, I am quite certain that...
- There is a definite need for...
- We should therefore look into the possibility of...
- A reasonable approach to tackling this issue could be to...
- This could be best achieved by...

2. _____
3. _____
4. _____

Concluding comments

- If these suggestions are carried out, the... will see great improvement.
- I hope the above suggestions will prove to be invaluable/effective.
- I hope the above recommendations will be taken seriously.

5. _____



F. **Read the writing task below and the main part of a report written in response. The introduction, the section headings in the main part and the conclusion have been left out. In the space provided, write an appropriate introduction and conclusion for the report and think of appropriate section headings for the main part.**

You work for a sports centre and your manager has asked you to write a report on it. You should briefly describe the facilities that are currently available at the sports centre, mention the events that appealed most to the members in the past year and present future plans which will attract more members and benefit the local community.

9:47 AM

To: Steve Johnson, Sports Centre Manager
From: Louie Osborne, Sports Centre Employee
Subject: Newbury Sports Centre

Introduction

_____

The sports centre currently has many indoor and outdoor facilities which can accommodate a wide variety of sports and fitness activities. There is a 25-metre swimming pool and a large room for a variety of traditional indoor sports like basketball, badminton and tennis. It also features a multi-purpose fitness room with state-of-the-art gym equipment as well as outdoor sports fields and courts.

_____

Many events have been hosted at the sports centre during the past 12 months which appealed to current members and the general public. The *Tennis Tournament for Teenagers* in October had high attendance and attracted many new younger members. The football and basketball sessions coached by well-known athletes in November were remarkably successful. Furthermore, the temporary ice rink in December was very popular and appealed to local residents.

_____

In an attempt to attract more new members from the local community, you may wish to consider adding sports that have been requested, such as archery, netball, squash and golf. Secondly, we should look into the possibility of installing an outdoor climbing wall, as a lot of young people will be interested. Additionally, I feel that it is important we should host health awareness seminars twice a month. For this purpose, we will need to invite nutritionists, trainers and specialists to give seminars on healthy eating and fitness topics. This will raise health awareness in the local community.

Conclusion

_____

G. **Read the writing task below and in pairs brainstorm on the points which should be included in the report.**

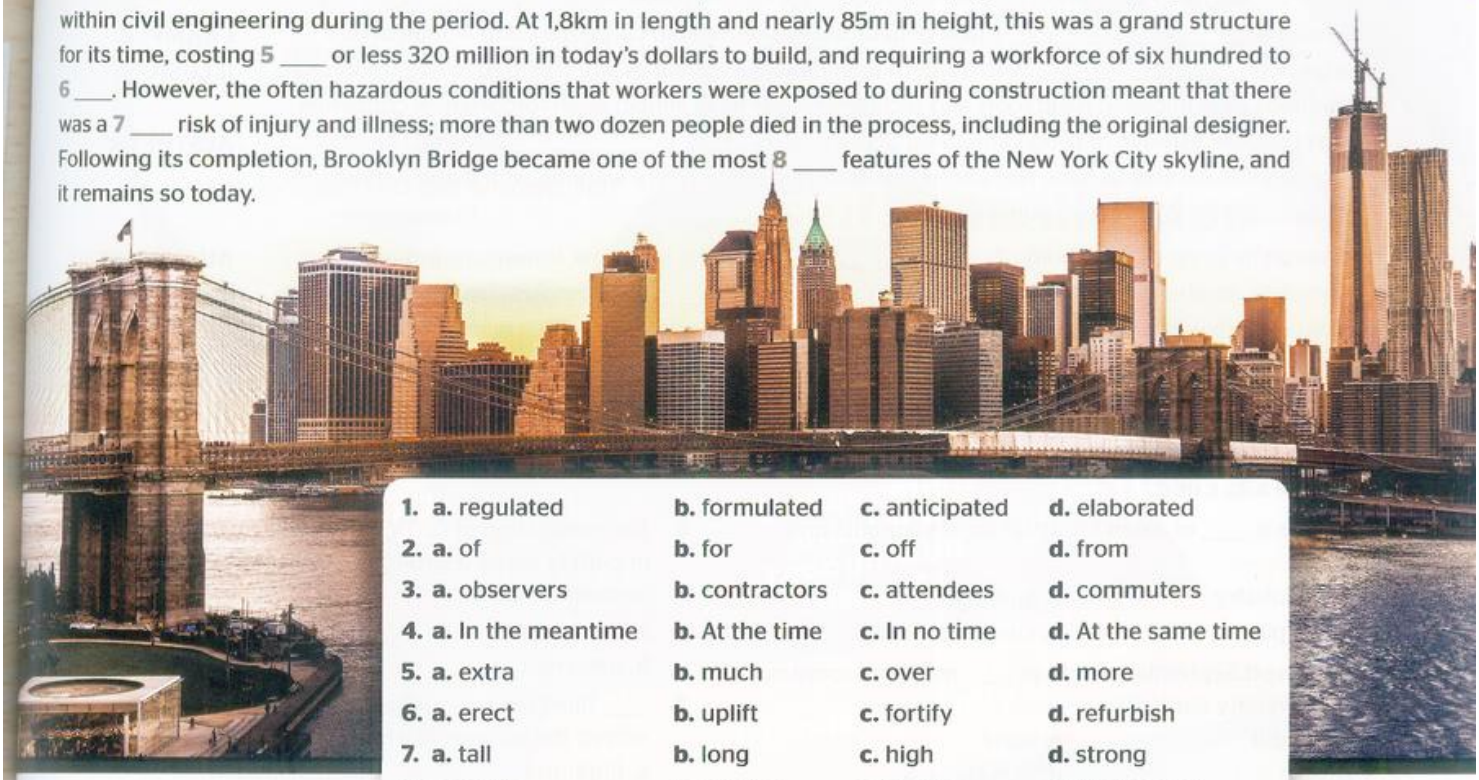
You are an employee at a construction and design company and you have been asked by your manager to write a report on the local shopping centre. You should briefly describe the shopping centre, pinpoint the existing problems it has and make two or three recommendations that would improve customer experience.

H. **Refer to the Writing Reference (plan and TIP). Then use some of the ideas you came up with in the previous activity to write the report (280-320 words).**

THE BROOKLYN BRIDGE

A. Read the text and choose a, b, c or d.

After being under construction for well over a decade, the much 1 ___ opening of New York City's Brooklyn Bridge finally took place on 24th May 1883. Designed out 2 ___ the very practical need to provide the first ever land passage over the city's East River, it connected Manhattan and Brooklyn, enabling 3 ___ to travel between the two metropolitan areas. 4 ___ of its construction, it was the world's first ever steel and wire suspension bridge, displaying the level of progress made within civil engineering during the period. At 1,8km in length and nearly 85m in height, this was a grand structure for its time, costing 5 ___ or less 320 million in today's dollars to build, and requiring a workforce of six hundred to 6 ___. However, the often hazardous conditions that workers were exposed to during construction meant that there was a 7 ___ risk of injury and illness; more than two dozen people died in the process, including the original designer. Following its completion, Brooklyn Bridge became one of the most 8 ___ features of the New York City skyline, and it remains so today.



1.	**a.** regulated	**b.** formulated	**c.** anticipated	**d.** elaborated
2.	**a.** of	**b.** for	**c.** off	**d.** from
3.	**a.** observers	**b.** contractors	**c.** attendees	**d.** commuters
4.	**a.** In the meantime	**b.** At the time	**c.** In no time	**d.** At the same time
5.	**a.** extra	**b.** much	**c.** over	**d.** more
6.	**a.** erect	**b.** uplift	**c.** fortify	**d.** refurbish
7.	**a.** tall	**b.** long	**c.** high	**d.** strong
8.	**a.** lavish	**b.** striking	**c.** viable	**d.** designated

B. Choose a, b, c or d.

1. I wish they ___ this constant quarrelling over whose turn it is to cook every night. I can't stand it.
   a. have ended **c.** would end
   b. had ended **d.** would rather end
2. If only we ___ prolong our stay here in Edinburgh by an extra night, we would have time to visit the city's castle.
   a. could **c.** would
   b. can **d.** will
3. It's high time Piper ___ a job. It's been a year since she graduated from university.
   a. got found **c.** finds
   b. had found **d.** found
4. I ___ you had arranged our little social gathering for earlier in the day.
   a. preferred it if **c.** had preferred
   b. would have preferred it if **d.** would prefer it
5. Russell's parents would ___ architecture at university, but his mind was set on becoming a photographer.
   a. sooner he had studied **c.** prefer it if he studied
   b. rather have studied **d.** wish he had studied
6. I ___ me some money so that I could take my car to the mechanic.
   a. had Jake lent **c.** have Jake lending
   b. get Jake to lend **d.** got Jake to lend
7. Whenever his rugby team loses a match, he acts as ___ the end of the world.
   a. though it will be **c.** if it had been
   b. if it were **d.** though it is
8. I must ___; it's a real shame not to be able to wear this shirt.
   a. have had these sleeves shortened **c.** have these sleeves shortened
   b. be getting these sleeves shortened **d.** get these sleeves to shorten
9. I would prefer ___ the conference as it was a total waste of time.
   a. to have not attended **c.** not have attended
   b. not attended **d.** to not attend
10. I ___ the estate agent hastening our response. We need more time to decide whether the house is right for us.
    a. 'd rather not **c.** must not let
    b. won't have **d.** won't get

C. Complete the text with the correct form of the words in capitals.

Woodworking unplugged

At the end of a narrow street of derelict old warehouses with 1 _____ walls and dilapidated doorways, in what was once the main 2 _____ part of town, the sound of tool-bearing hands busy at work clearly 3 _____ the premises of Rowan Turner's carpentry workshop from all other buildings. Perhaps the strangest thing is that you will never hear the whining sound made by electrically powered equipment. **CRUMBLE** **INDUSTRY** **DIFFER**

Rowan 4 _____ a new generation of like-minded carpenters and woodworkers who, 5 _____ with modern technological advances, are trying to revive traditional methods by replicating hand tools and techniques that have almost been forgotten. 'A craftsman isn't just interested in making something that will be 6 _____ pleasing,' he says. 'You want to be able to hear, feel and sense the wood while you're working with it and handmade tools help develop that relationship.' **EXAMPLE** **ILLUSION** **AESTHETIC**

Though he's one of the leading 7 _____ in the field now, Rowan started out a complete amateur and often felt out of his 8 _____. 'Obviously, making something from scratch with your own two hands requires a lot of trial and error, which is why I spend so much time sharing that knowledge through workshops and online tutorials.' **AUTHORISE** **DEEP**

D. Choose a, b, c or d.

1. Tyler is a ____ of Asian foodstuff for restaurants and hotels.
   a. negotiator **c.** guardian
   b. supplier **d.** correspondent
2. As of next September, I plan to ____ my spare room out to university students.
   a. inhabit **c.** lease
   b. host **d.** occupy
3. There was a(n) ____ selection of wallpaper prints to choose from, so I was able to find something that perfectly matched the bedroom.
   a. ample **c.** symmetrical
   b. elaborate **d.** random
4. After reading the paragraph, please ____ your attention to the pictures accompanying it.
   a. get **c.** catch
   b. hold **d.** turn
5. The message conveyed through his sculptures is often unclear and open to ____.
   a. rejection **c.** interpretation
   b. disruption **d.** depiction
6. The installation of CCTV across the city centre will hopefully act as a strong ____ to anyone tempted to commit vandalism.
   a. boundary **c.** restriction
   b. deterrent **d.** constraint
7. ____ filled the room when our local football team scored the winning goal.
   a. Euphoria **c.** Anticipation
   b. Indifference **d.** Elegance
8. Oddly, the movies are ____ by year of release rather than genre.
   a. diversified **c.** testified
   b. classified **d.** specified
9. The water slide includes an almost ____ drop of 20 metres.
   a. vertical **c.** parallel
   b. steep **d.** horizontal
10. As a result of the unrest in the country, crime rates have gone through the ____.
    a. wall **c.** window
    b. door **d.** roof

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

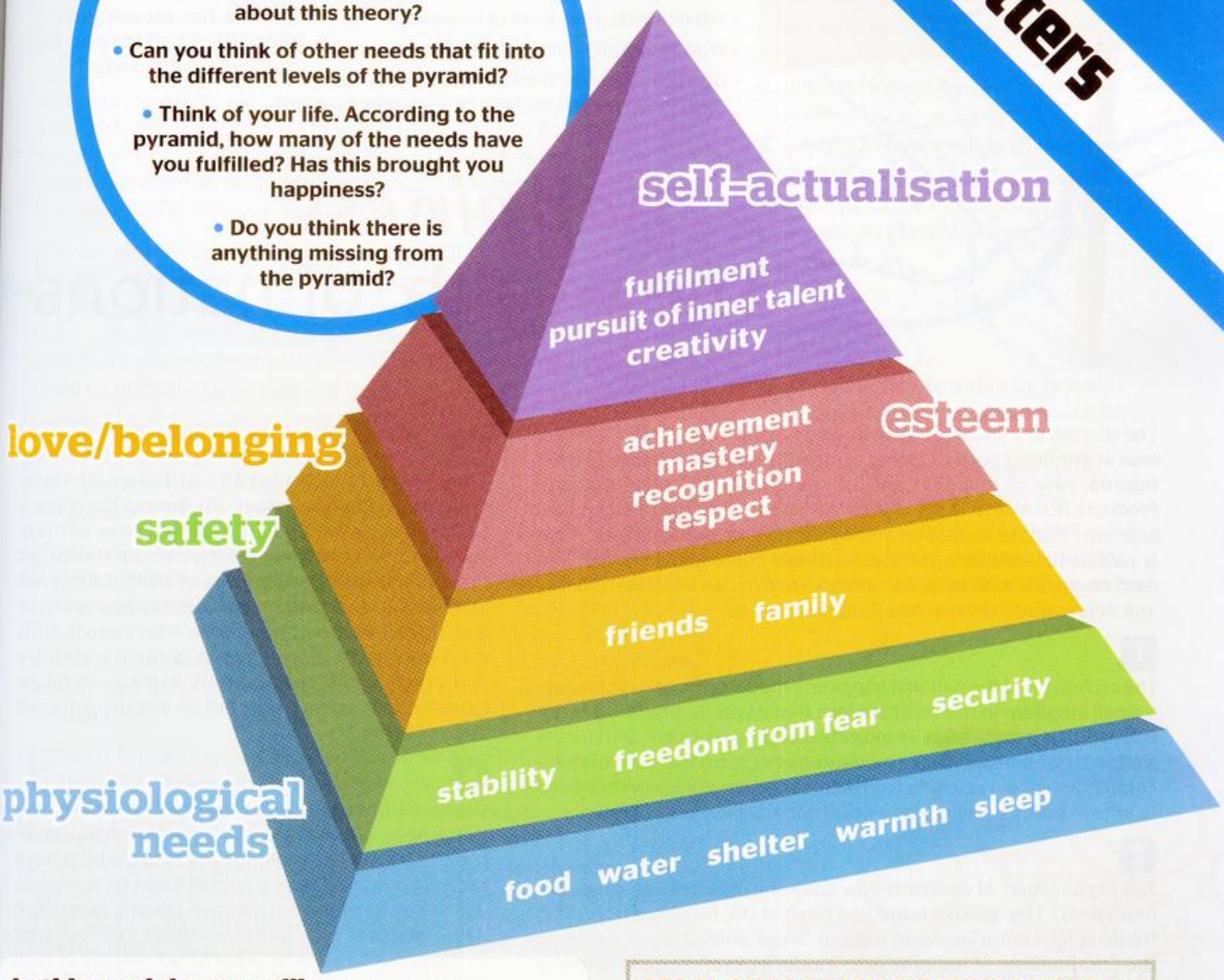
NOW I CAN...

- discuss issues related to design, art and city planning ☐
- refer to something imaginary, unreal or unlikely to happen in the present/future ☐
- refer to untrue situations and events in the past ☐
- express regret, complaints and criticism, opinion and preference ☐
- use the causative form ☐
- use verb suffixes; derivatives; collocations with 'hold', 'turn', 'go' and 'catch'; idioms; noun suffixes referring to people; vocabulary describing shapes, art and buildings; hobbies; word pairs; colloquial expressions ☐
- write a report ☐

10 Life matters

Discuss:

- Have you ever heard of Maslow's Hierarchy of Needs? Look at the text and the pyramid. What do you think about this theory?
- Can you think of other needs that fit into the different levels of the pyramid?
- Think of your life. According to the pyramid, how many of the needs have you fulfilled? Has this brought you happiness?
- Do you think there is anything missing from the pyramid?



In this module you will...

- discuss issues related to life and different aspects of human nature
- learn how to express reason, purpose, result and concession using appropriate clauses
- learn how to use inversion for emphasis
- expand your vocabulary by learning collocations with 'meet' and 'set'; phrases expressing comparison and cause-effect; portmanteau words; verb prefixes; prepositional phrases; words related to money
- expand your vocabulary by distinguishing between words easily confused
- learn how to write an essay summarising two texts
- acquire skills and strategies that will help you in exams

MASLOW'S HIERARCHY OF NEEDS is a psychological theory relating to human motivation. It was created by A. H. Maslow and suggests that people are motivated to fulfil certain needs on their path towards personal growth and happiness. The hierarchy is usually represented as a pyramid that depicts five levels of needs which must be satisfied in ascending order, starting with the lowest level. A person must first satisfy their basic needs before moving on to meet higher-level needs and finally achieving self-actualisation.

10a

Reading 1

A. Discuss.

- Do you consider yourself to have a happy disposition?
- Reflect upon a point in your life when you experienced a high level of happiness. What made that experience one of the happiest moments of your life?
- What affects your level of happiness?
- Who are happier, children or adults? Why?
- Do you think some nations are happier than others? Why? / Why not?

B. Below is a newspaper article about measuring the levels of happiness in a country. Seven paragraphs have been removed from the extract. Without paying attention to the missing paragraphs, read the text quickly. Has focusing on the GNH of nations had any positive results so far?

The wealth happiness of nations

The success of a country is measured on many levels. Typical reports look at attributes such as global competitiveness, innovation, export figures, ease of business and, of course, GDP (Gross Domestic Product). However, it is not always the case that a large or successful economy leads to happiness among the general public. In fact, there is substantial evidence that industrial and commercial success and its consequent culture of consumerism give rise to stress, anxiety and depression – in other words, unhappiness.

1

The archetype of the national happiness model originated in Bhutan, a small kingdom in the southeastern Himalayas. In Bhutan, it is not GDP which is measured as an indication of prosperity, but GNH (Gross National Happiness). These measurements form the GNH Index, a compilation of survey data from across the kingdom which is used to inform policy decisions at a government level.

2

The big question, of course, is how does one measure, let alone rate, happiness? This elusive issue has been at the forefront of human thinking for centuries. From ancient Greek philosophers debating the components of happiness to modern psychologists who still disagree on whether happiness should be evaluated subjectively or objectively, defining happiness has been the subject of numerous theories and formulas.

3

The broader idea of this theory – that happiness is dependent on the fulfilment of various 'life needs' – is one which is frequently reflected in today's attempts at measuring happiness. Although the hierarchical construct is often disputed, it is generally accepted that the fulfilment of both material and psychological needs is necessary for happiness.

4

When it first announced its focus on GNH, Bhutan effectively set itself up as the testing ground for the rest of the world. The idea of prioritising happiness slowly gained support and in 2012 a United Nations conference led to the first World Happiness Report, a yearly publication which ranks countries in terms of popular happiness. Similar to the Bhutanese GNH Index, this report also uses a set of 'needs' as variables: individual income, life expectancy, generosity, perception of fairness, freedom and social support.

5

These results often lead to criticism of state-promoted happiness, especially among the citizens of 'happiness-focused' countries who witness social problems first-hand. However, such criticism misunderstands the purpose of GNH. GNH is not intended to indicate that a country has reached a position of perfect happiness – far from it. GNH is an aspiration, a principle to guide the country and a benchmark against which to measure future development and success, not an already-achieved state of being.

6

One particularly potent architect of increased happiness is hope. Countries which frequently top the happiness rankings are those which have recently emerged from troubled times or economic difficulties; as conditions improve, citizens experience a resurgence of hope as they compare a difficult past to the possibility of a brighter future. People in such situations are more likely to record higher levels of personal happiness, thus boosting their nation's ratings regardless of how they score in relation to global averages in more objective statistics concerning income or welfare levels.

7

With the waters muddied by the challenges of accurately measuring and comparing happiness levels, the question of whether a focus on GNH is truly effective is likely to remain unanswered. Nevertheless, the intention to consider happiness and well-being before profit provides a rare encouraging vision of the world's future, and brings hope that humanity may yet find a way to solve its problems with wisdom and forethought.

C. Choose from the paragraphs (A-H) the one which fits each gap (1-7) of the text. There is one extra paragraph which you do not need to use. (See TIP 3 in the Reading Reference)

A Bhutan's GNH Index is built on a similar philosophy. There, the essence of happiness is distilled down to nine 'needs': psychological well-being, good health, education, culture, living standards, use of time, community life, ecology and good governance. These criteria are intended to reflect the traditional values and cultural priorities of the kingdom.

B By contrast, countries which seem to 'have it all' often rank lower because their citizenry has higher expectations. Any adverse impact, no matter how small, can reduce perceived happiness levels because it contrasts negatively with past experiences. There is also some evidence that citizens who do not have to worry about meeting basic needs have more time to concern themselves with existential questions, such as whether or not they have achieved true happiness – leading, ironically, to stress and a greater risk of actual unhappiness.

C Although the idea first arose in the 1970s, it did not always have such authority. In its earliest stages, GNH existed merely as an indefinable principle and was not part of government policy. Over the years, the idea that measuring and recording happiness could help guide future decisions gradually evolved into an official focus, and GNH became a statistic that could be measured, assessed and rated.

D The best example of this is probably the high priority placed on the preservation of the natural world. As a country with a strong agricultural past, Bhutan is keenly aware of the value of the environment and considers conservation to be an intrinsic part of a nation's prosperity.

E While the report was viewed as a step forward underlining the demand for a greater focus on happiness in global policy, it also revealed some inconsistencies that went against the expected results. Strikingly, some countries which announced a new national happiness policy actually dropped in the happiness rankings in subsequent years. Furthermore, Bhutan itself ranks relatively low for the country that pioneered the focus on happiness.

F Yet it is happiness, surely, which should be the ultimate goal of humanity. Aristotle identified the pursuit of happiness as the very purpose of life, and the argument over whether riches do indeed bring happiness is one which is frequently used to criticise those who value economic gain over all else. Today, happiness is increasingly being seen as less of a metaphysical concern and more as something influenced greatly, if not created, by social conditions; with that in mind, it comes as little surprise that several nations are beginning not only to make happiness a priority, but to incorporate it into national policy.

G It would perhaps be more valid to criticise the feasibility of actually assessing national happiness, let alone of comparing the levels of such a highly subjective emotion among different nations. What the often unexpected results of the World Happiness Report really reveal is the ambiguity of this task. Comparison presents a particular difficulty; each nation has its own history, experiences and social expectations, all of which can increase or damage perceptions of happiness.

H One pioneering model, proposed by psychologist A. H. Maslow in 1943, suggests that happiness results from the fulfilment of a 'hierarchy of needs'. Visualised as a five-tier pyramid, the theory identifies the various constituents of happiness, with basic survival needs forming the foundation. Higher tiers move on to psychological and emotional needs, which can only be reached if the needs of the lower tiers are first met.

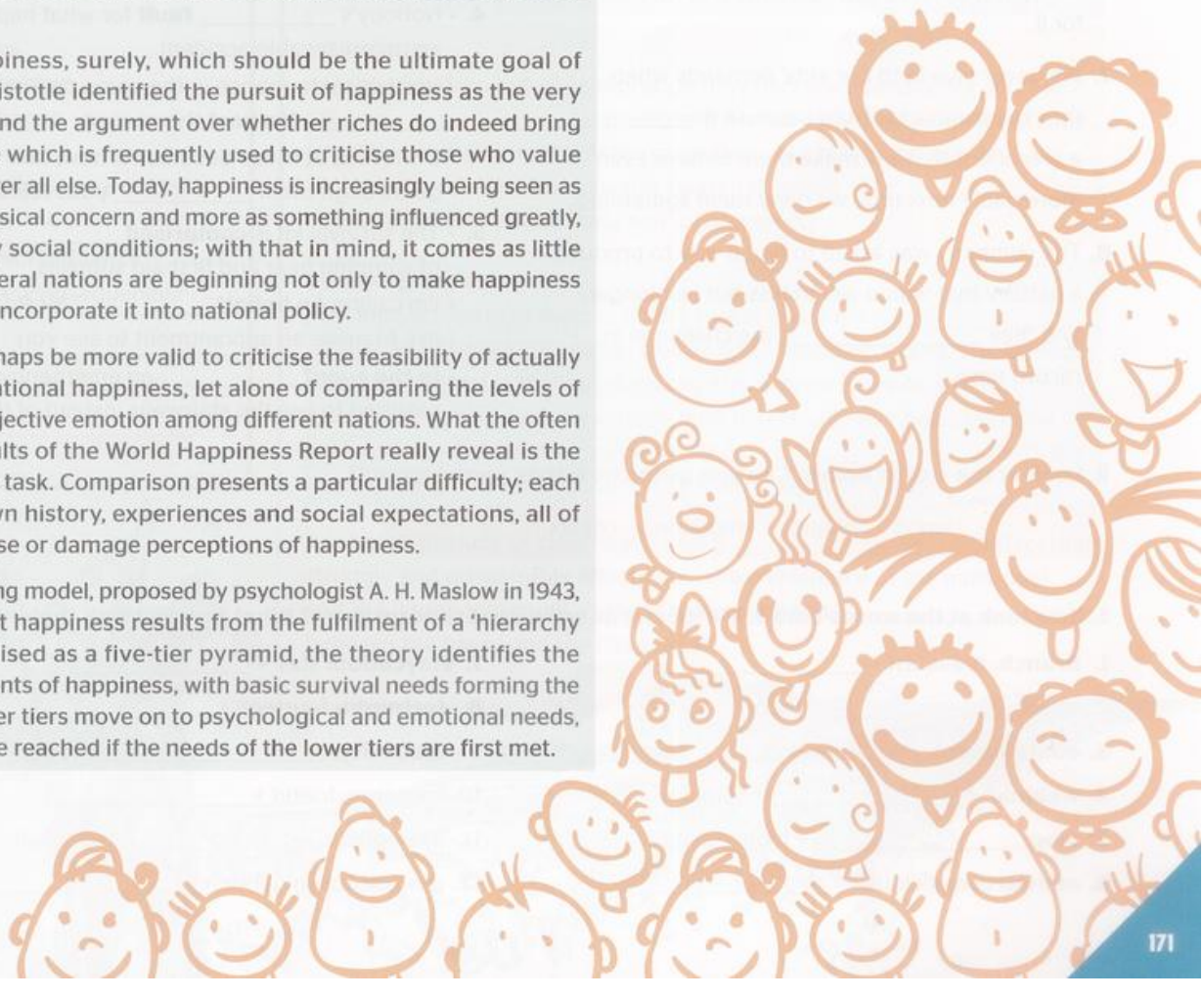
D. Look at the highlighted words in the text and the paragraphs A-H and match them with their meanings.

1. attribute	☐	**4.** benchmark	☐
2. elusive	☐	**5.** resurgence	☐
3. popular	☐	**6.** ambiguity	☐

a. the state of being unclear
b. sth used as a standard when comparing other things
c. difficult to describe, find, remember, achieve
d. relating to or prevailing among the general public
e. a quality, feature or characteristic of sth
f. the revival of sth that used to be common

E. Discuss.

- Does happiness lie within us, or does it depend on other people or material possessions?
- On the whole, are the people in your country happy? Why? / Why not?
- In 2016, the United Arab Emirates appointed a Minister of Happiness. In your opinion, should all countries do the same? Why? / Why not?



10a

Vocabulary

A. Read the extract below, taken from the text on page 171. What does the expression 'if the needs... are first met' mean?

Higher tiers move on to psychological and emotional needs, which can only be reached if the needs of the lower tiers are first met.

B. Now complete the sentences below with the correct form of the verbs *meet* and *set* to form additional expressions.

1. My grandmother was the one who taught me to _____ aside a little money each week in case I find myself in an emergency situation.
2. If you feel you're always running out of time, make sure you _____ your priorities straight at the start of each day and stick to them.
3. Kevin and I were not on speaking terms, so though he sat opposite me, he wouldn't _____ my gaze directly.
4. They _____ a deadline that was not at all realistic, so we had to go back and ask for it to be extended.
5. Raul wanted to ask us what conditions he has to _____ in order to be eligible for a scholarship.
6. Naomi's suggestion was _____ with resistance, despite her providing sound arguments for it.
7. We never give in to our kids' demands when they're having a tantrum because it _____ a precedent that will make them behave even more badly next time we deny them something.
8. The company was asked to find a way to produce a battery that would weigh less but last longer, and they _____ the challenge in record time.

C. Complete each group of sentences with a preposition from the box. There are two extra prepositions that you do not need to use.

at for in of on to with

1. • Ryan's research is **devoted** _____ finding sustainable ways to eradicate poverty.
   • It seems that the villagers using water from that river were **exposed** _____ dangerous chemicals.
   • As people overuse medication, we are witnessing the rise of bacteria that are **resistant** _____ antibiotics.
2. • Almost all packaged foods are **loaded** _____ preservatives.
   • Some common foods **associated** _____ allergic symptoms are peanuts, eggs, fish, seafood and cow's milk.
   • Building in that area is **fraught** _____ risk as it is frequently hit by earthquakes.
3. • The project has been put _____ **hold** until the necessary funds can be secured.
   • There is a service at the university that will deliver books to your home _____ **demand** when you can't visit the library in person.
   • My grandfather's **insistence** _____ not living in a nursing home comes from his independent nature.
4. • Nobody's _____ **fault** for what happened; it was just an unforeseeable accident.
   • Hardy's performance in the game on Sunday shows he's _____ **his best** this season.
   • Don't look at those documents now; take them home and go through them _____ **your leisure**.
5. • The survival kit is **comprised** _____ several items of camping gear and first-aid supplies.
   • I'm calling **on behalf** _____ Mr Rogers. He would like to make an appointment to see you.
   • **In the event** _____ an emergency, we are all required to use the stairwells instead of the lifts.

D. Look at the words below. Can you guess how they were formed?

smog biopic emoticon chillax

E. Now look at the words below. Which words were used to form them? What do you think their meaning is?

1. **brunch:** breakfast + _____
2. **spork:** _____ + fork
3. **edutainment:** education + _____
4. **webinar:** _____ + seminar
5. **vlog:** _____ + blog
6. **malware:** malicious + _____
7. **staycation:** stay + _____
8. **fortnight:** fourteen + _____
9. **diabesity:** _____ + obesity
10. **frenemy:** friend + _____
11. **Spanglish:** _____ + English
12. **ginormous:** gigantic + _____

F. Read paragraph B on page 171 again, and identify one phrase which signifies comparison and one which describes a cause and/or effect.

G. Read the phrases in the tables below. Then add the ones from the blue box.

bear little resemblance to
contributing factor
create antagonism
dissimilar in every respect
generate uncertainty
polar opposites
provoke an outcry
strikingly similar

COMPARE & CONTRAST
accurate comparison
clear/subtle distinction between
marked contrast
differ widely
exact opposite
fundamentally different
not bear comparison with
sth outweighs sth else
there's no comparison (between)
_____
_____
_____
_____

CAUSE & EFFECT
breed discontent
dire consequences
exacerbate the problem
induce/prompt change
lead to
the likely root/cause/source of sth
underlying reason
indirect result/effect/influence
undesirable effects/consequences
_____
_____
_____
_____

H. In the box below there are some more phrases signifying comparison and describing effect. Complete the article with these phrases.

adversely affecting
bridge the gap
detrimental impact
draw a comparison between
highlight the contrast
inevitable outcome
pales in comparison
primary cause
trigger a domino
yawning gap

when WATER ISN'T LIFE

If we were to 1 _____ a developing country and a developed country as regards their consumption of water, we would notice a marked contrast. For example, a person in sub-Saharan Africa consumes on average 20 litres of water a day, an amount that 2 _____ to what the average North American uses, which is anywhere from 400 to 650 litres. Why such a 3 _____? The answer is accessibility. In fact, 319 million people in sub-Saharan Africa lack access to improved drinking water sources, such as piped water lines, and are forced to gather water from unprotected wells, springs and surface water. What are the consequences?

Health

An 4 _____ is poor health. Worldwide, one out of every five deaths of children under five is due to a water-related disease. Moreover, the average container for water collection in Africa weighs over 18 kilos when full, leading to chronic pain for the children and women who may have to walk up to 4 km every day to fetch water.

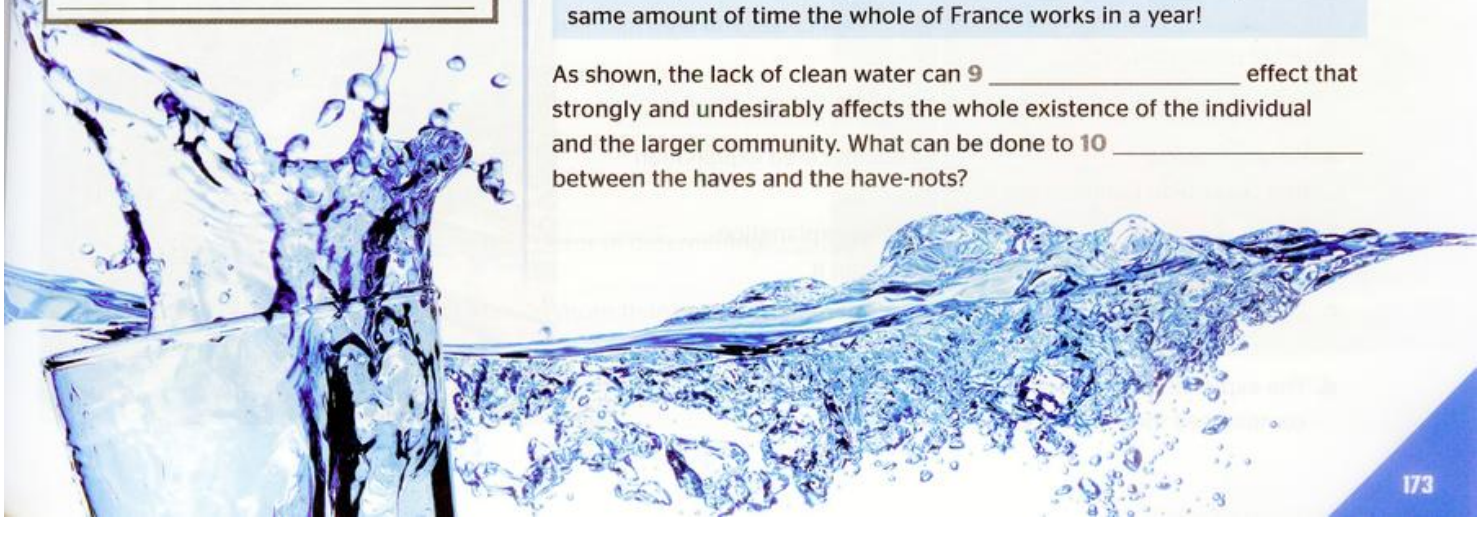
Education

Many girls drop out of school once they become adolescents and the 5 _____ is the absence of adequate water and sanitation facilities at their schools. At the same time, 443 million school days are lost each year because of water-related diseases, 6 _____ these children's educational and job prospects.

Income/Economy

An indirect result of inaccessibility to water is the 7 _____ it has on a family's income as well as on the local economy. The United Nations estimates that sub-Saharan Africa alone loses 40 billion hours per year collecting water – time that could have been spent on education, work or other pursuits. To 8 _____, that's the same amount of time the whole of France works in a year!

As shown, the lack of clean water can 9 _____ effect that strongly and undesirably affects the whole existence of the individual and the larger community. What can be done to 10 _____ between the haves and the have-nots?



Grammar Clauses of reason, purpose, result and concession

A. Read sentences 1-4 in blue below. Then use the words/phrases in the boxes to complete sentences a-e so that they have a similar meaning to the sentences in blue.

1. *Lack of funds is the reason the construction of a new pool is going to be postponed until next year.*

because since owing to seeing that because of

a. The construction of a new pool is going to be postponed until next year _____ there is a lack of funds.

b. The construction of a new pool is going to be postponed until next year _____ / **due to** / _____ / **on account of** a lack of funds.

c. _____ / **As** / _____ / **On the grounds that** there is a lack of funds, the construction of a new pool is going to be postponed until next year.

2. *Jack raised his voice because he wanted everybody in the room to hear him.*

in order for for fear of so that in order to in case

a. Jack raised his voice _____ / **to** / **so as to** be heard by everybody in the room.

b. Jack raised his voice _____ everybody in the room could hear him.

c. Jack raised his voice _____ somebody in the room couldn't hear him.

d. Jack raised his voice _____ not being heard.

e. Jack raised his voice _____ everybody in the room to hear him.

3. *She has very little work experience, but she is becoming one of our best employees.*

in spite of still though however while

a. **Although** / **Even though** / _____ / _____ she has very little work experience, she is becoming one of our best employees.

b. _____ / **Despite** having very little work experience, she is becoming one of our best employees.

c. She has very little work experience, _____ / **yet** / _____ / **nonetheless** / **nevertheless**, she is becoming one of our best employees.

4. *The explanation we were given was very complicated, and we couldn't understand it.*

that therefore too such so

a. We were given _____ a complicated explanation that we couldn't understand it.

b. It was _____ complicated an explanation _____ we couldn't understand it.

c. The explanation we were given was very complicated; **so** / _____, we couldn't understand it.

d. The explanation we were given was _____ complicated for us to understand.

B. Look at the words/phrases in the blue boxes in activity A and decide what they express. Match them with the functions a-d below.

1 ☐
2 ☐
3 ☐
4 ☐

a. concession
b. purpose
c. result
d. reason

C. Read the sentences below. Which of the word(s)/phrase(s) cannot be used in each sentence?

1. He saved up every penny he had **with the aim of / owing to / in order to** buy a house.

2. **Because / On account of / In spite of** the fact that it was raining, the beach volleyball game was postponed.

3. **No matter how / Even though / However** hard I try, I can't make this cake as well as you make it.

4. Sleepy **though / as / since** John was, he stayed up to watch the documentary.

5. The clients were not satisfied **despite / although / in spite of** our efforts.

6. The police officer gave me a ticket **for / because / since** speeding.

7. The construction plans were abandoned **on the grounds of / due to / whereas** cost.

8. There was **so / too / very** much noise in the room that we couldn't hear ourselves think.

9. I switched my mobile phone to silent mode **for fear that / so that / so as** not to disturb the others.

10. Zip lining is quite scary; **while / though / nonetheless** I'd like to try it.

Listening

A. Discuss.

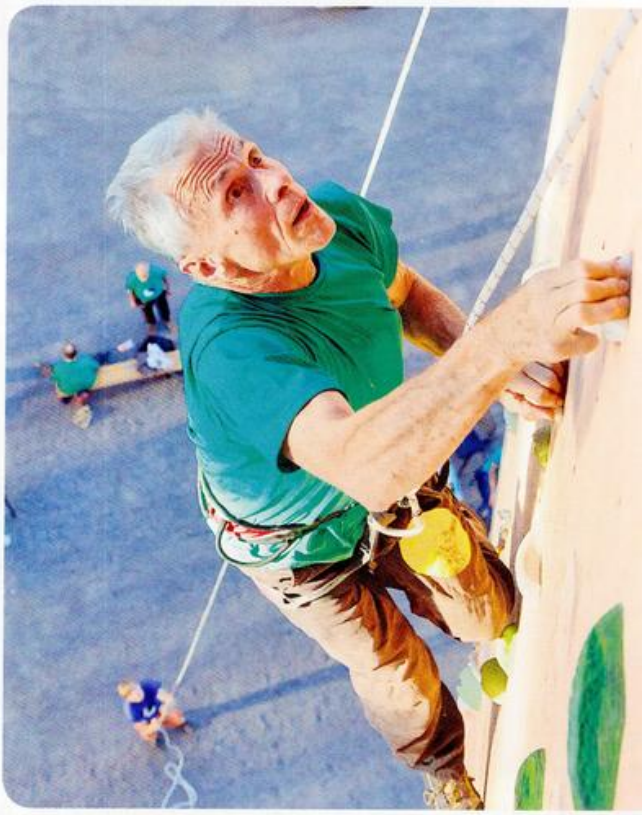
- Would you like to live to be 100 years old?
- Have you ever met a centenarian? If yes, who is/was this person and how old is/was he/she?
- In your opinion, how much do the following factors contribute to a long life?

a positive attitude diet exercise genes a loving family wealth

- Many countries are facing the problem of an 'ageing population' – more old people than young people. What do you think is the cause of this?
- What are the implications of an ageing population?
- Are adequate services in place to meet the health- and social-care needs of an ageing population in your country?
- What can we learn from the very old?

B. You will hear part of a radio programme in which two guests, a gerontologist called Dr Ailsa Grant and centenarian Mr Alfred Doyle, are discussing longevity. For questions 1-5, choose the answer (a, b, c or d) which fits best according to what you hear. (See TIP 7 in the Listening Reference)

1. When describing the centenarians she has encountered, Dr Grant implies that
   - **a.** most individuals who reach the age of 100 are exceedingly frail.
   - **b.** only a very small minority are still able to live independently.
   - **c.** some appear considerably younger than their chronological age.
   - **d.** nearly all have had relatively few illnesses throughout life.
2. What does Alfred attribute his longevity to?
   - **a.** continuing to do things that stimulate him mentally
   - **b.** being physically active throughout his working life
   - **c.** having a positive mindset and passion for life
   - **d.** continuing to work long into his retirement years
3. What point is made by Dr Grant when discussing a person's disposition?
   - **a.** A positive mindset acts as a safeguard against stress.
   - **b.** It is important to try and cultivate a positive attitude in the elderly.
   - **c.** The relationship between character and longevity has been researched extensively.
   - **d.** Those who view ageing positively often age much better.
4. What do the two guest speakers disagree on when talking about social networks?
   - **a.** Not all elderly people take pleasure in socialising.
   - **b.** Social networks alleviate loneliness in an older population only to a limited extent.
   - **c.** Having a strong social network makes a person feel included in society.
   - **d.** Social networks become more difficult to maintain as one ages.
5. What is Dr Grant's opinion about the relationship between genetics and longevity?
   - **a.** Genetics is not as important as some people seem to suggest.
   - **b.** The older one gets, the more probable it is that genetics is responsible for their longevity.
   - **c.** Lifestyle factors are the most important factor in determining longevity in the very old.
   - **d.** Becoming a supercentenarian requires far more than good genes alone.



Reading 2

A. Answer the questions in the quiz with Yes or No.

QUIZ

① Do you buy second-hand products or recycled products?	② Do you grow your own fruit or vegetables?	③ Do you adapt/ fix things you already have to avoid buying something new?
④ Would you boycott a company if you found out that they harmed animals and/or the environment in order to produce/create their products?	⑤ Do you try to buy local products?	⑥ Would you boycott a company if you found out that they were using child labour?
⑦ Do you buy organic produce?	⑧ Do you buy products from fair trade producers?	If you answered **Yes** to **3** or more questions, then you are an ethical consumer!

B. Discuss.

- What does being an ethical consumer mean?
- What are ethically produced products?
- In your opinion, in what ways do the types of products / practices in the box below contribute to more ethical consumerism?

energy-saving animal-friendly
sweatshop-free fair trade
consumers' co-operative
eco-friendly organic

C. Read the interview quickly. What is the purpose of this interview? Choose from the options below.

a. to persuade readers to adopt ethical consumerism

b. to instruct readers about how to become ethical consumers

c. to inform and raise the readers' awareness of issues relating to the ethical consumerism movement

Rory Atwood, *an expert on UK consumer trends, has written extensively on the ethical consumerism movement.*

How great is public demand for ethically produced products and services nowadays?

Well, in the context of the UK, if we look at some of the available statistics, consumers are in fact spending billions a year on ethical products. This encompasses a whole range of things, such as personal and household items and organically produced or fair trade certified foodstuffs, as well as the various eco-friendly technologies, such as forms of solar-powered energy. In 2013 alone, we saw around a 9% increase in the ethical sector. Interestingly, during this time frame, the UK economy grew by a mere 1.9% in comparison, which many analysts agree is a very strong indicator of how people have come to view the ethical sector.

Why do you think ethical consumerism has soared in popularity?

It's simple. As a society we're far more aware, and therefore more concerned about consumerism-related issues such as fair labour and animal rights, not to mention the possible role that the manufacturing and transport of goods plays in accelerating climate change – which affects us all. Consumer mentality is changing: many shoppers are now seeking reassurance that the products they buy have not had any sort of adverse impact, and they are more inclined to disassociate themselves from those brands that have. This new generation of morally motivated shoppers view their purchasing behaviour as a direct representation of their own values. In choosing to buy an ethically produced product, they are making a clear statement about their beliefs – which is a strong motive for most people. Indeed, it's an exciting time for consumers; they now have a voice which, in itself, can be enormously empowering.

Some critics argue that while a substantial number of UK consumers do report feeling concerned about ethical issues, this concern often fails to translate into observable or concrete changes in purchasing behaviours. What's your view?

I agree that a mismatch does seem to exist between some people's attitudes and their subsequent shopping behaviours. It's important to try and identify the reasons why. Despite being in favour of ethical goods and everything they represent, people don't always buy them. It is true that many organic products, for instance, do come with a higher price tag, but providing there has been no compromise made on the quality of such products, price, surprisingly, is rarely a deterrent. I think what discourages consumers more is the uncertainty around whether or not buying ethical items actually makes a difference to the causes which the companies are claiming to support – in other words, are they doing what they claim to be doing? Not only are consumers unsure of how to go about determining this, but also quite often they are not altogether confident about what exactly constitutes the gold standard of ethical practice.

Many large corporations have been criticised for their role in exploiting either natural resources or their workforce. Are things starting to change?

It's worth pointing out that while there are many unethical companies around, there are also many that place social morality at the heart of their business model and increasingly many companies are adopting more ethically sound work practices. Importantly, the consumer has been instrumental in bringing about some of this change through the act of boycotting, by which consumers collectively stop buying a company's products if they suspect that the company in question has acted immorally. The fact that boycotting can be financially disastrous has caused many companies to implement changes. It has also led to many feeling pressured to provide more clarity on, say, the manufacturing journey of their products – specifically, details on where and how they've been produced. All this greatly benefits consumers – they can use this knowledge to make better-informed choices when shopping.

Finally, what ethical purchases have you made recently?

As someone especially concerned about the environment, I recently splashed out and purchased my first hybrid car. I also make a concerted effort to buy locally produced organic groceries each week and, when I get the chance, I shop at local farmers' markets. In the grand scheme of things, I know that my contribution is just a drop in the ocean; nonetheless, I am reducing my carbon footprint, and I feel enormously positive about that.

D. Read the interview again and answer the questions. Choose a, b, c or d.

1. In referring to the growth of the UK economy in the first paragraph, Rory
   - **a.** explains why the ethical sector increased in 2013.
   - **b.** implies that ethical products are highly valued across UK society.
   - **c.** points out that in spite of a contracting UK economy the ethical sector is thriving.
   - **d.** highlights that if the economy had been stronger, more ethical purchases would have been made.
2. In Rory's opinion, why do consumers buy green products?
   - **a.** to gain more control over their spending habits
   - **b.** to campaign for social change
   - **c.** to distance themselves from untrustworthy companies
   - **d.** to make their stance on a subject known
3. What does Rory imply about the reason why more people are not choosing to shop ethically?
   - **a.** Many consumers feel dispassionate towards ethical causes.
   - **b.** Consumers aren't convinced that companies' practices are in fact ethical.
   - **c.** Consumers are reluctant to pay elevated prices for organic produce.
   - **d.** Consumers are uncertain where to buy ethical goods.
4. What has been accomplished through boycotting?
   - **a.** Many companies have become more transparent in their methods.
   - **b.** Several products have been removed from the market.
   - **c.** Companies seek to provide customers with higher quality services.
   - **d.** Customers better understand the pressure companies are under.
5. What do we learn about Rory's own purchasing behaviour?
   - **a.** He does not consistently buy ethical products.
   - **b.** He is cautious not to overspend when shopping.
   - **c.** He shops to support causes he is passionate about.
   - **d.** He only buys foodstuffs which are certified organic.

E. Read the text again and find words/phrases that mean the following:

1. includes (para. 1): _____
2. inspiring a feeling of being confident and in control (para. 2): _____
3. a combination of things (or people) that are unsuitable for each other (para. 3): _____
4. influential, useful (para. 4): _____
5. spent a lot of money (para. 5): _____

10b

Vocabulary

A. Think of the word 'power'. How many derivatives of this word can you come up with? Then, look in the dictionary. What is the difference in meaning between the adjectives 'powerful', 'powerless', 'overpowering' and 'empowering'?

B. The prefixes *en-/in-* (*em-/im-* before b, m or p) add the same meaning to a word. Look at the four verbs below. Which prefix meaning, a, b or c, applies to all four of them?

endanger **em**power **in**furiate **im**prison

a. to be restricted in or placed on

b. to cause sb/sth to be in the place, condition or state mentioned

c. to make the condition or state mentioned more intense

C. Create verbs using the words in the box. Add the correct prefix and make any other necessary changes. Use a dictionary if necessary.

bitter circle light mobile person poverty timid trust

en- _____, _____, _____

in- _____

em- _____

im- _____, _____, _____

D. Complete the sentences with the correct form of the words in capitals. Use a dictionary if necessary.

1. Being prepared will _____ you to continue your journey no matter what difficulties you find along the way. **ABLE**
2. We'll _____ our company's logo onto T-shirts and give them to employees to wear. **PRINT**
3. Increasing the working hours for doctors will definitely _____ those already working double shifts at hospitals. **FLAME**
4. The account of his trips is rather repetitive and uninspired, _____ only by his humorous dealings with the locals who could not speak English. **LIVE**
5. She had never done it before, but _____ by her friends' words, she jumped into the ocean from a high cliff. **BOLD**
6. Both suspects refused to answer any questions before their lawyers arrived, in fear that they might _____ themselves. **CRIME**
7. Children under the age of 15 and citizens over 65 are _____ to free use of public transport. **TITLE**
8. If we are not careful about what we read and where that information comes from, it could be easy for prejudiced ideas to become _____ in our minds. **PLANT**

E. Look at the sets of commonly confused words. Choose the word that correctly completes each sentence. You might need to change the form.

emigrate - immigrate - migrate

1. Many young, educated people are _____ from poverty-stricken countries in search of better employment opportunities.
2. My grandparents _____ here a month after they got married and have been living here ever since.
3. It's amazing how birds manage to _____ thousands of miles south and always find their way back in the summer.

perspective - prospective

4. Carol met many _____ employers at the job fair organised by her university.
5. There's no use in getting disappointed over a minor mishap; keep things in _____.

adapt - adopt - adept

6. The courses here are personalised, meaning they are _____ to your specific needs.
7. My uncle is _____ at woodwork and constructing unique pieces of furniture.
8. The company _____ a new approach to marketing, which resulted in increased sales.

illusion - allusion

9. Alex was under the _____ that he could keep borrowing money from us forever without being obliged to pay it back.
10. Maria Lopez's novels make many _____ to classic literary works.

precede - proceed

11. In the end, everyone agreed to _____ with the original plan.
12. The celebratory dinner was _____ by a short speech from the author receiving the award.

device - devise

13. Her strict personality is just a _____ to hide her insecurity.
14. My grandfather would _____ endless word games and riddles for us when we were young.

adverse - averse

15. Unfortunately, the medication had several _____ effects on a great many patients and its use was discontinued.
16. Although Julie generally avoids sugar, she isn't _____ to the occasional piece of chocolate.

decent - descent

17. Passengers panicked when the plane experienced turbulence and made an abrupt _____.
18. The _____ thing to do is apologise for your behaviour.

eminent - imminent

19. Mr Roberts is an _____ scientist who is globally recognised in his field, having won numerous awards for his research.
20. That specific tiger subspecies is in _____ danger of extinction.

F. Can you explain the difference between the words in each pair below? Give examples.

emit - omit fair - fare
lightning - lightening
waist - waste
complement - compliment
reminder - remainder
censor - sensor
consequently - subsequently

G. Answer the questions. Pay attention to the words in bold.

1. What does a divorced person get from their ex-partner, **alimony** or **proceeds**?
2. What does an employee receive from their employer when they are injured at work, **compensation** or **severance pay**? What about when they are fired?
3. If someone is the author or inventor of something, what do they get every time their work is used by others, a **commission** or **royalties**?
4. What does someone get from their parents, an **allowance** or an **endowment**?
5. If someone wants to buy a car but doesn't have the full lump sum, what do they pay every month, a **down payment** or an **instalment**?
6. Between a university student who wants to conduct research and a farmer who is going through a rough year, who gets a **subsidy** and who gets a **grant**?

Grammar Inversion

A. Look at the examples below and answer the questions that follow.

Only after you've gone through a similar situation **will you** understand why I acted that way.
Not even once **did he** apologise for what he had done.
Scarcely **had she** stepped out the front door when she heard a loud noise coming from next door.

1. What do you notice about the structure of these sentences? Look at the words in bold.
2. What is the effect of this type of sentence structure?

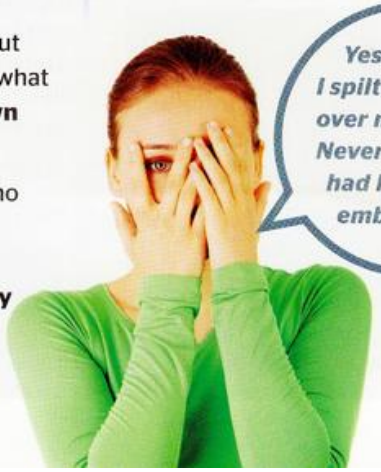
B. Rewrite the following sentences without inversion.

1. By no means can we meet the deadline of the project.
   We can _____
2. Rarely do people get an opportunity like that in a lifetime.
   People _____
3. Hardly had we started watching the game when it was interrupted by a breaking news bulletin.
   We had _____
4. Not until we reached the top did I realise how high up we were.
   I realised _____
5. No sooner had we got out of the car than it started pouring.
   As soon as we _____

C. Rewrite the sentences using inversion and the words given.

1. You will pass the exam if you study hard. **only**
   _____
2. The job applicant was late for the interview and he was rude as well. **not**
   _____
3. You shouldn't forget to post this letter tomorrow. **circumstances**
   _____
4. We didn't realise that our decision was going to change everything. **little**
   _____
5. I haven't seen a more beautiful beach anywhere in the world! **nowhere**
   _____

D. Create situations to include the phrases below. Use your own experiences and/or ideas.



Never before had I felt so...
Only once in my life have I tried...
On no account would I ever...
Not until I met...
Scarcely had I... when...
Little did I know...

Speaking

Magazine article – Money & Happiness

A. In pairs, ask and answer the questions below. Ask your partner follow-up questions based on his/her responses. (See TIP 1 in the Speaking Reference)

- What do you usually spend money on?
- What would you say is the best thing you have ever spent money on?
- How did you spend the first money you earned / the first pocket money you got from your parents?
- If you suddenly got rich, what would you change about your life?
- How do you feel about lending money to others?
- Do you think you could go through a week without spending any money at all?
- What would you do if you found a large amount of money in the street?
- If you had no money, who would you turn to for help?

B. Work in pairs. On the left are some pictures of different situations. Do the following tasks. (See TIP 3 in the Speaking Reference)

1

Look at pictures **A** and **F** and talk together for approximately 1 minute about how the people might be feeling.

2

Look at pictures **B** and **E** and talk together for approximately 1 minute about how important money is in each of these situations.

C. Work in pairs. (See TIP 5 in the Speaking Reference)

Imagine that a magazine is producing an article exploring the role of money in determining one's happiness. The pictures **A–F** illustrate the topics that will be included. Talk together about the extent to which money can buy someone happiness in the different situations portrayed in the pictures. Then decide which two pictures would be best to illustrate the article. Talk together for approximately 3 minutes.

D. Read the two tasks below. In pairs, decide who will be Student A and Student B. Then do the tasks. (See TIP 2 in the Speaking Reference)

1

Student A: Look at the question on the prompt card and say what you think. If you like, you can use the ideas on the card. Talk for approximately 2 minutes.

What motivates people to donate to charity?

- a sense of moral responsibility
- social pressure
- a desire to make a difference

Student B: Answer the following question.
In your opinion, which is preferable: giving individuals money or specific goods that they need?

Student A: Answer the following question.
What do you think?

2

Student B: Look at the question on the prompt card and say what you think. If you like, you can use the ideas on the card. Talk for approximately 2 minutes.

How important is it for people to save for their futures?

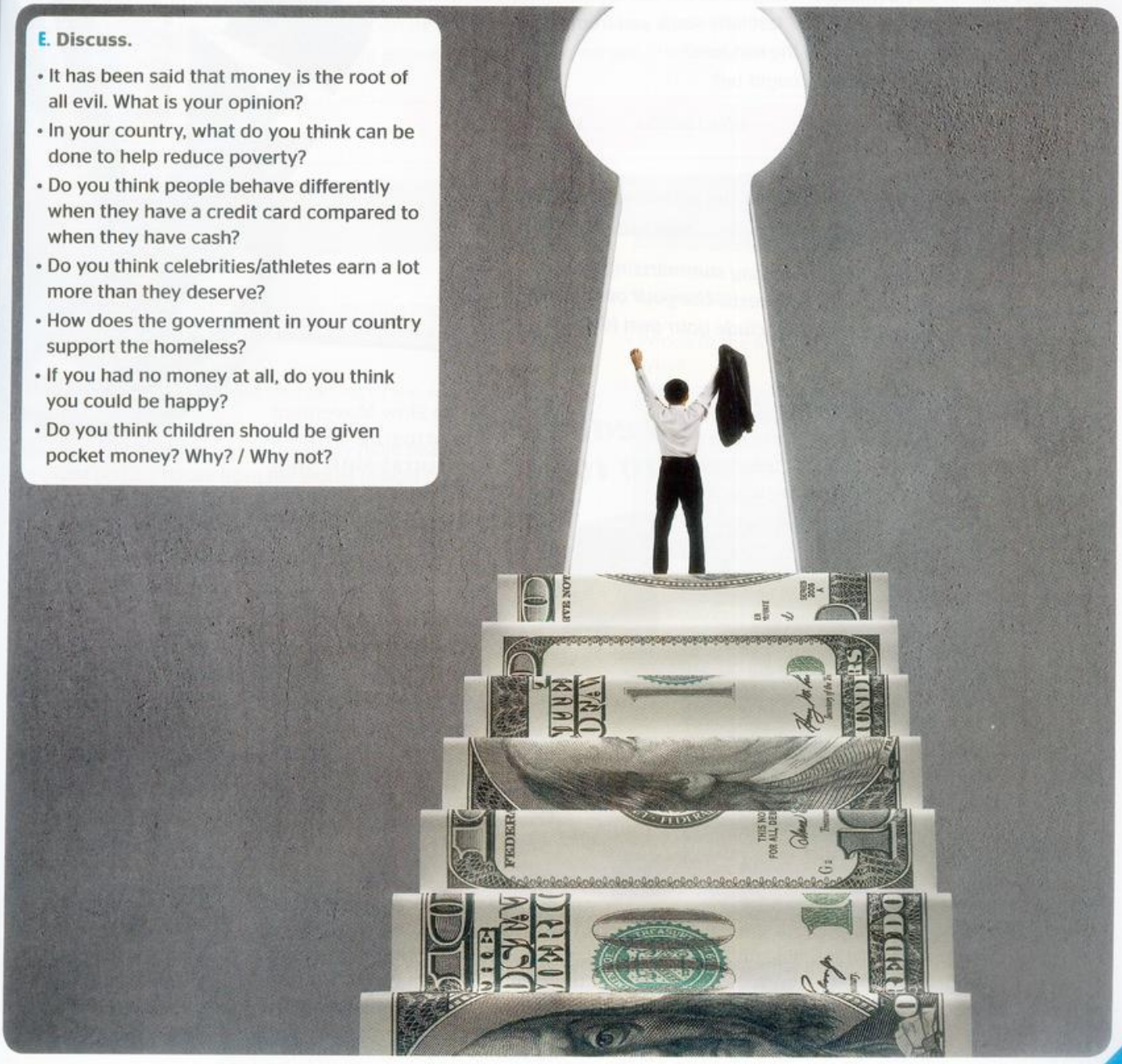
- retirement
- emergencies
- pleasure and luxuries

Student A: Answer the following question.
In your opinion, which is preferable: making sacrifices to save for the future or living for today?

Student B: Answer the following question.
What do you think?

E. Discuss.

- It has been said that money is the root of all evil. What is your opinion?
- In your country, what do you think can be done to help reduce poverty?
- Do you think people behave differently when they have a credit card compared to when they have cash?
- Do you think celebrities/athletes earn a lot more than they deserve?
- How does the government in your country support the homeless?
- If you had no money at all, do you think you could be happy?
- Do you think children should be given pocket money? Why? / Why not?



Writing An essay summarising two texts

A. Look at the cartoons and discuss the questions.

- Do you think people live life too fast nowadays compared to in the past?
- Can you think of any benefits of living life in the fast lane?
- Do you agree that living life in the fast lane stops you from reflecting on life?
- What drives people to live life in the fast lane?
- What do you think the following might be?

slow living slow food slow fashion slow travel

B. Read the writing task below and do the activities that follow.

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

The fast and the furious

In 1955 the phrase 'throwaway living' was coined by *Life* magazine to celebrate consumerism. This is when using something once and throwing it away became highly fashionable. Sadly, nowadays, little has changed. As consumers, we engage in irrational buying, excessive spending and wasteful consumer behaviour. Excessive consumption has become embedded in the very fibre of our modern lifestyle. It now dictates not only the rate at which we manufacture, consume and dispose of products and services but also the way we work, travel, eat, dress and even parent our children. We are evidently being consumed by our desire to get as much done as quickly and inexpensively as possible.

Learning to take it slow

The Slow Movement is bringing about a cultural shift that will help restore our balance and reestablish our perspective on what is important in life. This global initiative teaches us to slow down and focus on the quality, as opposed to the quantity, of the products, services and experiences we consume. It also fosters a deeper, more meaningful involvement and presence in everything we do, so that we are more mindful of the choices we make as consumers and the effect these choices have on us and our environment. Whether we are buying an item of clothing, having a meal or travelling abroad, the emphasis falls on finding the time to savour the experience.

1. Do the texts contain opposing or complementary views? What is the underlying theme or topic of discussion in the texts?
2. Each text consists of two key points/ ideas. Find them and underline them.
3. How would you summarise each key point/idea? Use your own words as far as possible.

C. Below is an incomplete sample essay for the writing task in activity B. Do the activities that follow.

The writer of the first text laments the fact that our consumer habits have remained largely 1 _____ (change) over recent years. I heartily agree with his/her sentiments. The truth is that we continue to spend 2 _____ (excess) on products and services which we do not need, and we display consumer behaviour that is both irrational and wasteful. Evidently, consumerism has become an enduring and fundamental feature of our modern way of life. Besides influencing the pace at which the manufacture, consumption and 3 _____ (dispose) of goods and services occurs, it also dictates how we do everything else, such as eat and dress. As is so clearly stated by the writer of the first text, we are consumed with doing as much as we can in a manner that is both cost effective and time efficient. This, 4 _____ (doubt), comes at a cost for us and the environment.

The Slow Movement could, thus, very well help to bring about much-needed change. The pace of our modern lives, which is driven by our consumer mentality, has become progressively more hectic over the years. This has robbed us of the ability to engage 5 _____ (mean) with the world around us. Turning our attention to the quality, instead of the quantity, of products, services and experiences would, I believe, have a positive impact on us and the world around us. It would bring about a 6 _____ (restore) of balance by helping us set our priorities straight.

1. Read the main part of the essay ignoring the gaps and the highlighted words. Write a suitable introduction and conclusion.
2. Complete gaps 1-6 using derivatives of the words in brackets.
3. The highlighted words in the essay have been 'lifted' from text 1. Choose from the words in bold below the **two** in each case that can best replace them.
   irrational: **illogical / unreasonable / ridiculous**
   modern: **up-to-date / current / contemporary**
   manufacture: **production / perception / creation**
   dictates: **demands / determines / controls**
   consumed: **obsessed / preoccupied / exhausted**
4. Where in the main part of the essay could you add an example to expand on or illustrate the point being made in each case? Think of one. Where would you add it and what exactly would you write?
5. What purpose do you think examples serve in an essay?
6. Which linking words/phrases can be used for giving examples?

In your essay, you should include your opinion and provide examples to support your arguments and expand on the points mentioned. Examples make the essay more comprehensible. Remember to use the appropriate linking words/phrases to introduce examples (e.g. for instance, such as, particularly, to illustrate/demonstrate this point, in this case).

D. Discuss.

- Which of the following do you consider a necessity? Why?

- In your opinion, what item that is considered a luxury now will be considered a necessity in the future? Why do you think this is so?

Writing

E. Read the writing task below and answer the questions that follow.

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

A Growing List of Necessities

Research on social trends shows that our perception of what constitutes a necessity changes over time. This is why items such as a bar of soap or a toothbrush, which were once considered luxuries, are now regarded as bare necessities. Social scientists say that this shift in perspective is a result of a combination of factors. One of the most important is how attached we become to an item and how accessible it is to us. What does this mean in an era dominated by an endless number of mechanical and electronic innovations? Quite simply, it means that as their use becomes firmly established in our daily lives, they become increasingly indispensable to us.

Luxurious Necessities

Imagine waking up and discovering that the Internet had crashed overnight. You will be reassured to know that although this scenario is possible, it is highly unlikely. The point is that innovations, such as the Internet, have become so essential to our lives that we cannot function without them. However, their significance only becomes apparent to us when something goes wrong, for example when the Wi-Fi stops working. You see, we take our connected services for granted; we do not see them as a luxury. They are part of our lives: not only part of how we manage our households, run our businesses and interact with our friends, but also part of how we perceive the world and how it works.

1. Each text consists of two key points/ ideas. Find them and underline them. What is the underlying theme or topic of discussion in the texts?
2. Do the texts contain opposing or complementary views?

F. Read the note. Then do the activities that follow.

Using grammar is an effective paraphrasing technique. By identifying a grammatical phenomenon in a sentence, you can find specific patterns to use in order to rearrange parts of the sentence. For instance, if the sentence uses *active voice*, you can use *passive voice* or *causative form* when paraphrasing the information. You can also break down key sentences into smaller parts or try to combine information that comes from different sentences using structures, such as *defining* and *non-defining relative clauses*. **Remember:** using a combination of techniques is the best course of action because it makes it easier for you to craft a sentence that is 'unique'.

1 Read the sentences below that come from the texts in the writing task in activity E. Rewrite them using the word given.

1. This is why items such as a bar of soap or a toothbrush, which were once considered luxuries, are now regarded as bare necessities. **reason**

   It _____ items such as a bar of soap or a toothbrush, which were once considered luxuries, are now regarded as bare necessities.

2. Social scientists say that this shift in perspective is a result of a combination of factors. **be**

   This shift in perspective _____ _____ a combination of factors.

3. Quite simply, it means that as their use becomes firmly established in our daily lives, they become increasingly indispensable to us. **the**

   Quite simply, it means that the more firmly established their use becomes in our daily lives, _____ _____ to us.

4. You will be reassured to know that although this scenario is possible, it is highly unlikely. **despite**

   You will be reassured to know that _____ _____, it is highly unlikely.

5. The point is that innovations, such as the Internet, have become so essential to our lives that we cannot function without them. **part**

   The point is that innovations, such as the Internet, have become such _____ that we cannot function without them.

6. However, their significance only becomes apparent to us when something goes wrong, for example when the Wi-Fi stops working. **become**

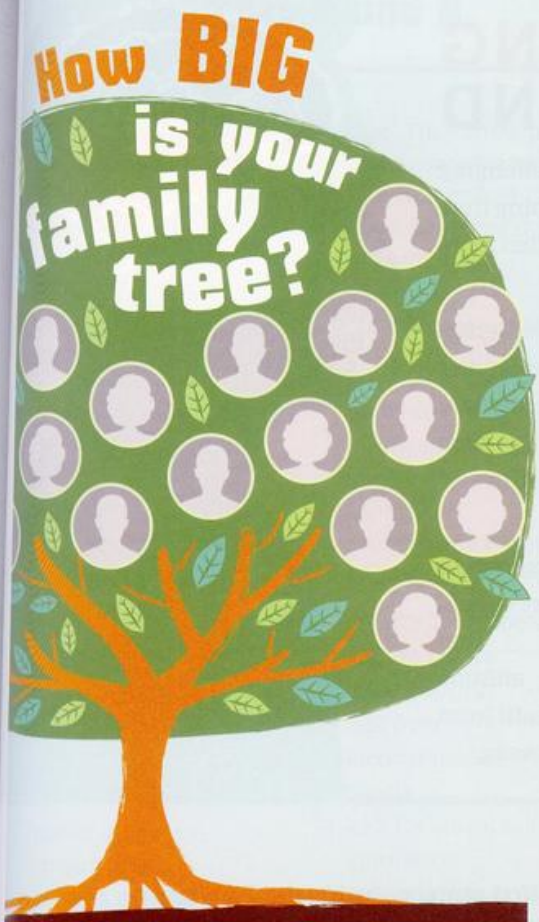
   However, only _____ apparent to us.

2 Now, determine which grammatical phenomenon (a-f) was used to change the structure of the sentences above.

a. inversion
b. passive voice
c. clause of reason
d. clause of result
e. clause of concession
f. comparative form

G. Refer to the Writing Reference (plan and TIP). Then write the essay set in activity E (240-280 words), using the ideas and the techniques mentioned in the previous activities.

A. Read the text and choose a, b, c or d.



More of us than ever before are researching our family history with a view 1 ____ discovering more about our ancestors. While the Internet has long been a resource which can be 2 ____ for this purpose owing to its wealth of information, the new trend in genealogy research is DNA testing. Online databases loaded 3 ____ millions of people's DNA information now exist and provide us with matches for our own DNA.

Assembling our family tree in such a way can be an enormously 4 ____ process. The matching to just one individual can trigger a domino 5 ____, connecting us with hundreds, if not thousands, of people from across the globe, and allowing us to reconstruct the life journeys taken by our ancestors. This feeling of 6 ____ about what we might discover may explain why genealogy is so popular: the excitement of discovering a(n) 7 ____ figure in our family tree, or simply gaining new information on a family story passed down from one generation to the next.

Most importantly, genealogy research highlights that we all share 99.9 percent of our DNA. We can only hope that understanding what this means will more effectively help towards 8 ____ the gap widened by racism.

1.	**a.** of	**b.** on	**c.** to	**d.** for
2.	**a.** pioneered	**b.** exploited	**c.** misused	**d.** entrusted
3.	**a.** by	**b.** with	**c.** up	**d.** on
4.	**a.** emboldening	**b.** enlivening	**c.** enlightening	**d.** empowering
5.	**a.** consequence	**b.** reaction	**c.** effect	**d.** response
6.	**a.** prosperity	**b.** expectancy	**c.** reassurance	**d.** ambiguity
7.	**a.** eminent	**b.** eligible	**c.** prospective	**d.** elevated
8.	**a.** linking	**b.** uniting	**c.** encircling	**d.** bridging

B. Choose a, b, c or d.

1. In recent years, there has been a definite ____ in public opinion on the country's immigration policy.
   a. stance **c.** shift
   b. movement **d.** resurgence

2. ____ evidence was forgotten on his computer, proving the fraud charges brought against him.
   a. Infuriating **c.** Intimidating
   b. Incriminating **d.** Inflaming

3. ____, she ended up working as a secondary school teacher even though she had never enjoyed her own school years.
   a. Ironically **c.** Subjectively
   b. Collectively **d.** Consistently

4. One reason why change of any kind is so often met with ____ is because of people's fear of the unknown.
   a. refusal **c.** resistance
   b. challenge **d.** condition

5. Several people were admitted to hospital after experiencing ____ reactions to an experimental drug for diabetes.
   a. elusive **c.** malicious
   b. adverse **d.** abrupt

6. Recent reports claim that driverless cars would only serve to ____ the existing traffic problems.
   a. prompt **c.** provoke
   b. generate **d.** exacerbate

7. The committee banned the athlete from participating in any sporting events, thereby setting a ____ for how future cases are decided.
   a. precedent **c.** deadline
   b. goal **d.** record

8. The rooms are ____ in every respect: where one is warm and inviting, the other is serious and cold.
   a. dismissive **c.** disproportionate
   b. disposable **d.** dissimilar

9. The factory workers and their families were further ____ by the lowering of their already inadequate wages.
   a. imprisoned **c.** impoverished
   b. impersonated **d.** immobilised

10. As a way of further developing the country's tourist industry, anyone planning to build a hotel can apply for a government ____.
    a. subsidy **c.** allowance
    b. commission **d.** endowment

C. Complete the gaps in the text with one word only.

THE HEALING POWER OF THE MIND

Anyone who has ever undergone a surgical procedure knows how challenging the recovery period can be. However, more and more experts are claiming that, 1 _____ the uncertainty that often follows surgery, patients are often more in control of the outcome than they may realise.

An ever-growing body of evidence suggests that our attitude is instrumental 2 _____ helping to determine the success of post-surgical outcomes. Studies show that people with a positive attitude, who believe they will recover successfully from their surgery, are in fact more likely to do so. Not only 3 _____ such patients report less pain, but they also recover faster when compared 4 _____ those who are scared or pessimistic.

Although quite simple, this information can be especially helpful for surgeons. In 5 _____ to help their patients have a speedier recovery, doctors should discuss patients' fears and deal with them beforehand 6 _____ that patients develop more optimistic expectations. Seeing 7 _____ attitude may be so significant, patients going through surgery would surely benefit from 8 _____ a concerted effort to be more optimistic about their recovery.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. Had she not insisted that we leave the park earlier that day, we would have almost certainly got caught in the thunderstorm. **insistence**
   We would have almost certainly got caught in the thunderstorm had _____ the park earlier that day.
2. 'As the forest is a dangerous place, you must never go camping there alone,' said Toby. **fraught**
   Toby said _____, we must never go camping there alone.
3. It started raining the minute I left the office. **had**
   No _____ it started raining.
4. Consumers boycotted the shop because of the use of child labour in its factories. **grounds**
   The shop _____ it uses child labour in its factories.
5. He had never thought of saving money for his future until his parents advised him to. **setting**
   Never _____ for his future until his parents advised him to.
6. A fundamental difference between the two computers is their memory capacity. **different**
   The two computers _____ to their memory capacity.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- discuss issues related to life and different aspects of human nature ☐
- express reason, purpose, result and concession using appropriate clauses ☐
- use inversion for emphasis ☐
- use collocations with 'meet' and 'set'; phrases expressing comparison and cause-effect; portmanteau words; verb prefixes; prepositional phrases; words related to money ☐
- write an essay summarising two texts ☐

4b Students A and B

2

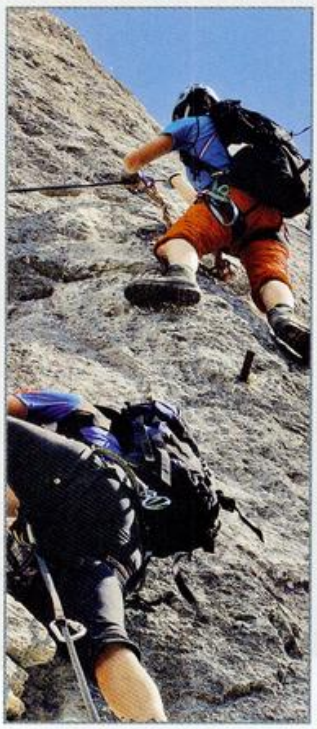
Student B: Here are three pictures. They show people in different situations. I'd like you to compare two of the pictures and say what these people might find challenging about the situations they are in and how they might deal with them. Talk for approximately 1 minute.

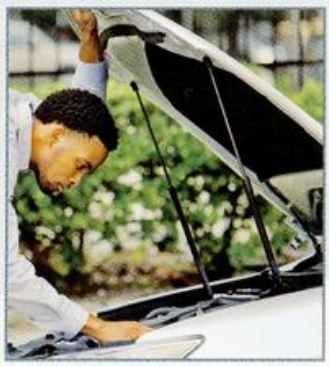
Student A: Answer the following question.

Which situation do you think is the most challenging? Why?

strenuous	hold attention
endurance	unresponsive audience
quick reflexes	improve communication skills
agility and balance	prepare and rehearse
push their bodies to the limit	engage the audience
caution	
daring	mechanical problems
rely on each other	engine failure
combined effort	dead battery
mental challenge	pull over
overcome fears	inconvenience
exceed expectations	hassle
public speaking	lack technical skills
stage fright	ignorance
address a group	call roadside assistance
feeling exposed	tow away
criticism	regular car maintenance

What might these people find challenging about the situations they are in? How might they deal with them?





6b Student B

Step 1 (4-5 minutes)

Read through the information sheet on the right with the descriptions of two student clubs. Take a few minutes to think about how you will present them to Student A, and make notes if you like.

Step 2 (5 minutes)

Take turns doing the following:

- When presenting information:
  - Without showing your information sheet to your partner, present the two student clubs, summarising the points in your own words as far as possible and elaborating on some of them.
  - Silently, choose one of your own student clubs. Remember: all options are possible as long as you can support why your choice is the best.
- When receiving information:
  - Listen carefully to your partner's presentation. Keep notes throughout as you are not permitted to look at your partner's information sheet.
  - At the end of your partner's presentation, recommend the better option of the two presented by your partner.

Step 3 (5 minutes)

Look at your information sheet again and think of reasons in support of the option you have chosen. Student A will also do the same for one of his/her student clubs. Together, compare and contrast your individual choices, discussing the advantages and disadvantages of each, before reaching a joint decision about which of the two student clubs is more suitable. During this discussion, use your notes; do not look at each other's information sheets.

INFORMATION SHEET 2

CREATIVE WRITING CLUB The following list provides some relevant information about a creative writing club:

- weekly meetings to present work
- develop writing skills
- meet people with similar interests
- obtain advice on how to publish work
- workshops on different writing genres
- participate in local writing competitions
- not enough meetings for constructive feedback

COOKING CLUB The following list provides some relevant information about a cooking club:

- once a week
- pick up new cooking techniques
- introduction to food from other cultures
- take any leftover food home after class
- education about healthy eating practices
- organise local charity events
- facility only accommodates 10 participants at a time

SPEAKING ACTIVITIES

6b Student A

Step 1 (4-5 minutes)

Read through the information sheet below with the descriptions of two student clubs. Take a few minutes to think about how you will present them to Student B, and make notes if you like.

INFORMATION SHEET 1

RUNNING CLUB The following list provides some relevant information about a running club:

- daily group runs
- good form of exercise
- greater motivation than running alone
- different pace groups
- races against other college running clubs
- take part in charity marathons
- difficult to find a different safe route within the city for each session

GARDENING CLUB The following list provides some relevant information about a gardening club:

- 1-2 hours daily
- relieves stress and boosts health
- useful knowledge on plant health and diseases
- learn about environmentally safe practices
- grow organic produce for the college cafeteria and to take home
- attend local events and food conferences
- bad weather conditions during winter months

Step 2 (5 minutes)

Take turns doing the following:

- When presenting information:
  - Without showing your information sheet to your partner, present the two student clubs, summarising the points in your own words as far as possible and elaborating on some of them.
  - Silently, choose one of your own student clubs. Remember: all options are possible as long as you can support why your choice is the best.
- When receiving information:
  - Listen carefully to your partner's presentation. Keep notes throughout as you are not permitted to look at your partner's information sheet.
  - At the end of your partner's presentation, recommend the better option of the two presented by your partner.

Step 3 (5 minutes)

Look at your information sheet again and think of reasons in support of the option you have chosen. Student B will also do the same for one of his/her student clubs. Together, compare and contrast your individual choices, discussing the advantages and disadvantages of each, before reaching a joint decision about which of the two student clubs is more suitable. During this discussion, use your notes; do not look at each other's information sheets.

9b Student B

Step 1 (5 minutes)

Read through the information sheet below with the descriptions of two construction projects in your city. Take a few minutes to think about how you will present them to Student A, and make notes if you like.

Step 2 (5 minutes)

Take turns doing the following:

- When presenting information:
  - Without showing your information sheet to your partner, present the two construction projects, summarising the points in your own words as far as possible and elaborating on some of them.
  - Silently, choose one of your own construction projects. Remember: all options are possible as long as you can support why your choice is the best.
- When receiving information:
  - Listen carefully to your partner's presentation. Keep notes throughout as you are not permitted to look at your partner's information sheet.
  - At the end of your partner's presentation, recommend the better option of the two presented by your partner.

Step 3 (5 minutes)

Look at your information sheet again and think of reasons in support of the option you have chosen. Student A will also do the same for one of his/her construction projects. Together, compare and contrast your individual choices, discussing the advantages and disadvantages of each, before reaching a joint decision about which of the two construction projects is more suitable. During this discussion, use your notes; do not look at each other's information sheets.

Step 4 (5 minutes)

Take a few minutes to further discuss the construction project you have selected and to plan a short presentation of this option. You may both look at the information sheet. Each of you must choose to present two different reasons why you have chosen the particular option and explain why these reasons are important. This is also a good time to discuss how you will deal with the negative point on the information sheet. (Use the chart below to make notes, if you like.)

Student A	Student B
Reason 1:	**Reason 1:**
Reason 2:	**Reason 2:**
NEGATIVE POINT	

The main aim of this step is to convince a third person, usually in a superior position, that the option you have chosen is the best one. Present the construction project formally to that person, summarising the points in your own words as much as possible and elaborating on them. You can include further arguments and examples to support your decision and convince the third person.

Step 5 (5 minutes)

Be ready to justify and defend your choice, as you will be questioned about the option you have chosen and the reasons you have given. The aim of this step is to address the challenges and support the chosen option. You may even be asked about the negative point on the information sheet.

INFORMATION SHEET 2

CHILDREN'S PLAYGROUND IN NEW MALL

The following list provides some relevant information about the children's playground project:

- will encourage more families to visit mall
- completed in three weeks
- opportunity for visitors to socialise
- CCTV installed for security
- independent of weather
- cafeterias on site for parents to use
- not natural environment

RIVER FOOTBRIDGE

The following list provides some relevant information about the river footbridge project:

- will save local residents the 30-minute walk required to reach the nearest road bridge
- completed in one month
- can also be used by cyclists
- will connect walking trails in the city
- low maintenance cost
- will be partly constructed from recycled materials
- negative impact on river wildlife during construction phase

GRAMMAR REFERENCE

Module 1

Present Simple

I work	He sleeps
Do you work?	Does she sleep?
They don't work	It doesn't sleep

The **Present Simple** is used:

- to describe permanent situations.
  Tina lives in Bristol.
- to describe repeated/habitual actions.
  He wakes up at 7.30 every morning.
- to talk about general truths.
  Water boils at 100°C.
- to talk about future actions related to official programmes and timetables.
  Our plane leaves at 10.00 a.m. tomorrow.
- to refer to the plot of a book, film, etc.
  Oliver Twist goes to the workhouse at the age of nine.
- in sport commentaries.
  Taylor shoots and he scores!
- in exclamatory sentences with:
  Off ... / Here ... / There ... / etc.
  Here she comes.
- in declarations.
  We regret to inform you that your application has been rejected.
- in newspaper headlines.
  Police arrest judge on bribery charges.
- in instructions.
  First, you cut the tomatoes and then add them to the mixture.

TIME EXPRESSIONS

- Adverbs of frequency: always / usually / often / sometimes / occasionally / rarely / seldom / hardly ever / never/ constantly.
  They are usually positioned:
  - before the main verb.
    Richard never comes to work late.
  - after the verb *be*.
    He is often away at the weekends.
- every day/week, etc.
- in the morning/spring, etc.
- at the weekend
- once/twice/three times, etc. a week/day, etc.
- on Mondays/Monday morning, etc.

Present Progressive

I'm working	He's sleeping
Are you working?	Is she sleeping?
They aren't working	It isn't sleeping

The **Present Progressive** is used:

- to describe actions happening now.
  Robert is talking to his boss right now.
- to describe temporary situations.
  I'm staying with my aunt at the moment.
- to talk about annoying actions which happen repeatedly (with the adverbs of frequency *always, constantly, continually*).
  You're always interrupting me!
- to describe situations which are changing or developing around the present time.
  Air pollution is increasing in our city.
- to talk about future arrangements.
  I'm visiting some friends this weekend.

TIME EXPRESSIONS

now, at present, at the moment, today, these days
this week / year, etc.
next week / year, etc.
tonight, tomorrow, etc.

Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

The **Present Perfect Simple** is used:

- to talk about an action which happened in the past, but the exact time is not mentioned.
  I've already done that.
- to talk about a state or action which started in the past and continues up to the present.
  Mary has had her car since September.
- to talk about an action that happened in the past and finished, but the results are obvious in the present.
  I've just finished my project.
  Tim has washed his car. (it's clean)
- for recently completed actions.
  We have just finished dinner.
- with adjectives in the superlative form and expressions like *the only/first/second...* etc.
  It's the first time I've received an email from Martin.

TIME EXPRESSIONS

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.
  Present Perfect Simple: *I have tasted Mexican food.*
  Past Simple: *I tasted Mexican food last night.*
- We use **for** and **since** for actions that started in the past and continue up to the present.
  for + a period of time
  I've had this car for 5 years.
  since + a point in time
  I've had this car since 2004.
  Present Perfect Simple + **since** + **Past Simple**
  Julia has changed jobs three times since she moved here.
- **have been to** = have visited and come back
  have gone to = have not returned yet
  I've been to the bank twice this week.
  John isn't here; he's gone to the bank.

Present Perfect Progressive

I have been working	He has been sleeping
Have you been working?	Has she been sleeping?
They haven't been working	It hasn't been sleeping

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.
  I've been learning English for 6 years.
- to talk about an action which happened over a period of time in the past and may have finished, but the results are obvious in the present.
  We've been walking around all day. That's why we're so tired.
- to show annoyance resulting from a recent action.
  Who has been wearing my jacket?

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.
  I've called him three times this morning.
  I've been calling him since 9 o'clock.

Stative verbs

The following verbs are not normally used in progressive tenses:

- **Verbs of the senses:** see, feel, hear, smell, taste, sound, notice, etc.
- **Verbs of emotions and preferences:** like, love, hate, dislike, want, need, prefer, mind, fear, wish, admire, envy, etc.
- **Verbs of perception, belief, knowledge and opinion:** know, agree, find, think (= believe), believe, understand, expect, consider, realise, recognise, doubt, remember, forget, hope, mean, imagine, etc.
- **Verbs of ownership:** have (= possess), possess, own, belong, etc.
- **Other verbs which describe permanent states:** be, cost, weigh, consist, equal, measure, seem, look (=seem), appear, exist, etc.

I want to go skiing next winter.
I've known Jerry for two years.

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- **think** (= consider)
  I'm thinking of buying a car.
- **see** (= meet, visit)
  She's seeing her sister tonight.
- **have** (= drink, eat, taste)
  Glenn is having lunch at the café at the moment.
- **taste** (= try food)
  I'm just tasting the food to see if it's ready.
- **feel** (= touch)
  John is feeling the packet to find out what's inside.
- **be + adjective** (used to describe someone's behaviour at a particular time)
  I have a feeling you are being impolite to the waiter.

- The verbs *see, hear, smell, taste* and *feel* are commonly used with **can** to indicate an action happening now.
  I can hear a strange noise coming from the kitchen.
- Verbs like **feel, hurt, ache**, etc. that are used to say that someone is experiencing an emotion or sensation can be used in both the Present Simple and the Present Progressive without any difference in meaning.
  I feel great. = I'm feeling great.
  My back aches. = My back is aching.

Future forms

Future *will*

I'll work	He'll sleep
Will you work?	Will she sleep?
They won't work	It won't sleep

The **Future *will*** is used:

- to make predictions about the future, usually with **perhaps** and **probably** or after the verbs **believe, think, hope, promise, expect, be sure**, etc.
  She'll probably be here tomorrow.
- for statements of fact or things that are generally true.
  The sun will set at 7.30 this afternoon.
  Accidents will happen.
- to talk about spontaneous decisions.
  We've run out of milk; I'll go and buy some.
- for promises.
  I'll be on time, don't worry!
- for offers and requests.
  I'll do the washing-up after dinner.
  Will you help me clean my room?
- for threats and warnings.
  I won't speak to you again!
- to express willingness or insistence on doing sth.
  I will give you back the money I owe you – don't worry!

Shall is used only with **I** and **we** in formal English or for suggestions and offers.
Shall we go out tonight?
Shall I make some coffee?

Future *going to*

I'm going to stay	He's going to leave
Are you going to stay?	Is she going to leave?
They aren't going to stay	It isn't going to leave

The **Future *going to*** is used:

- to talk about future plans/intentions.
  My brother is going to study Biology.
- to make predictions based on evidence.
  Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight
this month/year/week/Tuesday, etc.
next month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

- We use the **Present Simple** for future actions related to official programmes and timetables.
  The plane arrives at seven.
- We use the **Present Progressive** for planned future actions related to personal arrangements.
  I'm travelling to New Orleans tomorrow.
- The **Present Progressive** and **Future *going to*** are usually interchangeable. However, there is a slight difference in emphasis. While the **Present Progressive** places emphasis on the fact that sth has already been decided, the **Future *going to*** places emphasis on the intention.
  I'm meeting Mr Collins at the restaurant. (arrangement)
  I'm going to meet Mr Collins at the restaurant. (intention - the arrangement may not have been made)

We do not use the Present Progressive when it is apparent that sth is an intention.
~~*When I see him, I'm asking him why he is so angry.*~~

- After the words *before, after, as long as, by the time, if, provided, providing, until, while, when*, etc. we use the **Present Simple/Present Progressive/Present Perfect** when referring to the future; never the Future *will*.
  Call me when you finish work.
  I'll order a pizza if we get hungry.
  Tina will watch TV after she has cooked.

GRAMMAR REFERENCE

Future Progressive

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.
  At 9 o'clock tomorrow, she'll be flying to Egypt.
- to talk about a planned action.
  We will be leaving at noon.
- to ask about sb's plans politely.
  Will you be attending the seminar next week?

Future Perfect Simple

I'll have worked	He'll have slept
Will you have worked?	Will she have slept?
They won't have worked	It won't have slept

The **Future Perfect Simple** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.
  She'll have returned by the time you leave.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

Future Perfect Progressive

I'll have been working	He'll have been sleeping
Will you have been working?	Will she have been sleeping?
They won't have been working	It won't have been sleeping

The **Future Perfect Progressive** is used:

- to show the duration of an action up to a certain point of time in the future. The action may continue further.
  By midnight, we will have been flying for seven hours.

Expressions with future meaning

- We use **be (just) about to + base form** for actions that will happen very soon.
  The ship is about to set sail. Wave goodbye!
- We use **be on the verge/point/brink of + noun/-ing form** to express that sth is likely to happen soon.
  The two companies are on the verge of signing the new deal.
- We use **be to + base form**:
  - to express arrangement (formal).
    The prime minister of France is to meet with the president.
  - to express future obligation.
    You are to leave the premises by noon.
  - in newspaper headlines (without *be*).
    SUGAR FACTORY TO HIRE 1000 EMPLOYEES
- We use **be due to + base form** to express that sth is expected.
  My new book is due to be published in the summer.
  When is the baby due?
- We use **be likely/unlikely to + base form** and **expect (sb/sth) to + base form** to express probability.
  Tina is likely to get a promotion next month.
  I expect Tina to get a promotion next month.
- We use **be bound/sure to + base form** to express certainty.
  If she's lied to you in the past, she's bound/sure to do it again.

Module 2

Articles

The indefinite article *a/an* is used before singular countable nouns.

a/an is used:

- before nouns when we refer to them in their general sense.
  A pilot flies planes.
- when we mention something for the first time.
  I got a letter yesterday.
- when talking about someone's job.
  My wife is a shop assistant.
- in certain numerical expressions: **a couple/dozen, a quarter/half, a thousand/million,** etc.
  We need a hundred copies.
  My essay takes up a page and a half.
- when referring to frequency, distance, price, etc.
  They eat out twice a month.
  My car does 130 kilometres an hour.
  These apples cost €5 a kilo.
- when talking about certain illnesses.
  Jane has a toothache.

A/An can also be used with some uncountable nouns in certain expressions.
What a relief!
A good knowledge of French is required for this job.
She has a love/fear of flying.

The definite article *the* is used before countable and uncountable nouns.

the is used:

- before something specific or already mentioned.
  I have to go to the dentist.
  I bought two T-shirts and a dress. The dress is white.
- for things that are unique.
  The sun heats the earth.
- for things that are defined.
  The house which is next to ours is 300 years old.
- with the superlative of adjectives/adverbs.
  Joan is the best dancer of all.
- before names of **seas, oceans, rivers, deserts, groups of islands, mountain ranges, countries in the plural**.
  the Black Sea, the Indian Ocean, the Thames, the Kalahari Desert, the Azores, the Alps, the USA
- before nationalities when we refer to the whole nation.
  The Chinese invented paper thousands of years ago.
  The is optional with nationalities ending in -s.
  (the) Greeks, (the) Australians
- before people's surnames when we refer to the whole family.
  The Simpsons came to see us last night.
- with **hotels, restaurants, theatres, cinemas, museums, institutions**.
  the Hilton, the Pasta House, the National Theatre, the Odeon Cinema, the British Museum, the British Council
- with **newspapers, ships, services** and **organisations**.
  the Guardian, the Queen Mary, the police, the United Nations
- with adjectives referring to classes of people.
  the old, the blind, the poor
- before **musical instruments**.
  My son plays the drums.

the is not used:

- before countable and uncountable nouns which refer to something in general or not mentioned before.
  He loves chocolate.
  Whales are mammals.
- before names of **people**, **streets**, **cities**, **countries**, **continents**, **islands** and **mountains**.
  Maggie Smith, Oxford Street, Rome, Italy, Europe, Corsica, Mount Everest
- before the **days of the week** and **months**.
  on Monday, in June
- before names of **squares**, **parks**, **stations** and **lakes**.
  Trafalgar Square, Central Park, Liverpool Street Station, Lake Winnipeg
- before the names of **magazines**, **sports**, **games**, **colours**, **school subjects** and **languages** (when they are not followed by the word *language*).
  Newsweek, tennis, bingo, white, Maths, Spanish
- with meals (**breakfast**, **lunch**, **dinner**).
  What did you have for breakfast?
  But: When we talk about a specific meal, we use **the**:
  I didn't enjoy the dinner on the plane.
- before the words **bed**, **court**, **home**, **hospital**, **prison**, **school**, **university**, **work** when they are used for the purpose for which they exist.
  Thomas went to university to study engineering.
  But: *Peter went to the university to visit his professor.*
- before names of **airlines** or **companies**.
  Air France, BMW
- with some **diseases** (cancer, malaria, etc.).
  You should be vaccinated against malaria.

When referring to nouns in their general sense, there are three possible cases. We use:

- the indefinite article **a/an** to refer to one example or a member of a group/category (mostly used in definitions). This should be limited to 'classifying' contexts.
  A computer *can store a great amount of information.*
  The computer *has changed the way we work.*
  ~~*A computer has changed the way we work.*~~
- the definite article **the** in formal contexts (technical or scientific writing).
  The computer *can store a great amount of information.*
- no article with the plural form of the noun.
  Computers *can store a great amount of information.*

Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an**, **one** in the singular and **some**, **any**, **(a) few**, etc. in the plural.
A meeting has *been scheduled for 3 p.m. today.*
All meetings have *been cancelled till further notice.*

The following nouns are always in the plural and take a plural verb:

- **People, clothes, goods, police, contents, belongings, customs, scales, stairs, surroundings (=environment), earnings, premises, thanks, etc.**
  His clothes are always clean.
  The company's earnings have dropped recently.
- Nouns that consist of two parts: **glasses**, **sunglasses**, **trousers**, **jeans**, **shorts**, **pyjamas**, **scissors**, **binoculars**, **pliers**, etc. We use **a pair of** to express quantity.
  Angie wears glasses.
  George has bought two new pairs of jeans.

Uncountable nouns

Uncountable nouns are used only with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some**, **any**, **much**, **little**, **a lot of**, etc.
The weather is *getting worse.*
There is *a lot of* ***furniture*** *in this room.*

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	love, help, freedom, time, beauty, knowledge, justice, information, news*, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, thunder, lightning, etc.
some concrete nouns	baggage, furniture, money, luggage, etc.
languages	English, French, Spanish, Arabic, Russian, etc.
diseases	measles*, chickenpox, cancer, diabetes*, etc.
fields of study	mathematics*, chemistry, economics*, statistics*, literature, politics*, etc.
games	golf, tennis, football, baseball, etc.
nouns ending in *-ing*	reading, shopping, hiking, sightseeing, etc.

*Some nouns ending in -s may seem plural, but in fact take a singular verb.
The good news ***is*** *that I won a trip to London; the bad news* ***is*** *that I can't go.*
Statistics ***is*** *not easy to pass (= it is a subject).*
BUT *Statistics* ***show*** *that unemployment is rising (=it is not a subject).*

- Certain words like **hair**, **light**, **glass**, **wood**, **experience**, **time**, **chicken**, **iron**, **rain**, **life**, **work** can also be used in the plural or as singular countable nouns with a difference in meaning.

Steve's **hair** is dark.	There are cat **hairs** on the sofa.
My room doesn't get much **light**.	The **lights** are on, but there's nobody home.
This isn't a diamond; it's just **glass**.	Have you seen my **glasses** anywhere?
This table is made of **wood**.	Would you like to go for a walk in the **woods**?
Do you have any previous work **experience**?	We had some fascinating **experiences** when we visited China.
Hurry! We haven't got much **time**.	Lucy has been to the cinema three **times** this week.
There's some **chicken** on your plate. Are you going to eat it?	My mum bought a **chicken** from the supermarket. It was 30% off.
The gate is made of **iron**.	We need a new **iron**. This one doesn't work.
She loves walking in the **rain**.	How often do the **rains** come in tropical countries?

I've known Sally all my **life**.	Ten people lost their **lives** in the avalanche.
I still have lots of **work** to do.	The motorway is closed due to road **works**.

- Words such as **family**, **team**, **group**, **audience**, **class**, **government**, **crew**, **media**, **committee**, **council**, **jury**, **staff**, **navy**, etc. are **collective** nouns and may take either a singular or a plural verb. This depends on whether we are referring to the noun as a unit or as separate individuals.
*The government **is/are** doing whatever possible to help people in need.*

- The quantity of uncountable nouns is defined by other words/phrases that we put in front of them: **bottle**, **cup**, **glass**, **can**, **jar**, **slice**, **piece**, **loaf**, **carton**, **box**, **packet**, **kilo**, **litre**, **bar**, **bowl**, **bit**, **pile** etc. **+ of**
Buy me some chocolate.
Buy me two bars of chocolate.
Let me give you some advice.
Let me give you a piece of advice.
A storm with thunder and lightning broke out.
There was a flash/bolt of lightning followed by a clap of thunder.

- We can also use the following phrases:

all (of) plenty of a number of a quantity of a/the majority of a/the minority of none of	+ plural noun / pronoun + plural verb	*All the residents have been notified.* *None of my neighbours like gardening.* **BUT** also: *None of... likes...* *The majority of people in my town have lost their jobs.* **BUT** (when *of* is omitted): ***The majority approves/ approve** of the new law.* *A large number of houses were destroyed by the hurricane.* **BUT: *The number of** female students in universities **has** increased.*

all (of) plenty of an amount of a quantity of a good/great deal of none of	+ uncountable noun + singular verb	*A considerable amount of money is being spent on things we don't actually need.* *A good deal of patience is required in the teaching profession.* *None of the advice was any good.*

Determiners and Pronouns

some / any / no

- **some + uncountable / plural countable nouns** is used in affirmative sentences and in questions when we offer something or ask for something politely.
There is some orange juice in the fridge.
Would you like some chips?
Could I have some coffee?

- **any + uncountable / plural countable nouns** is used in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.

- **no (= not any) + uncountable / plural countable nouns** is used in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

- **Some** can be used when a person or thing is unknown, unimportant or irrelevant.
Some girl called and asked for you while you were out.
- **Any** can be used in affirmative sentences to refer to sb/sth of a particular kind when it doesn't matter which.
You can visit us any day next week.
- **Some of** and **any of** + plural verb.
Do any of your friends speak Italian?
- **Not a / Not any** are usually not used at the beginning of a clause. Instead we use **no, none (of), no one**.
No person should ever have to go through that.
No one showed up in the end.

every / each

Every and **each** are used only with singular countable nouns.

- **Every** is used:
  - when we consider people or things as a group.
  Every car has a steering wheel.
  - with *nearly, almost, practically, virtually* and *not*.
  Nearly every house in this area has a garden.
  Not every room has a nice view.
- **Each** is used when we consider people or things separately.
Each student came up with a different idea.

- **every one (of)** + plural noun/pronoun.
I found every one of these books interesting.
- **each (one) of** + plural noun/pronoun.
Each one of them received a free copy of the magazine.
- **every single** + singular noun = all
I found every single dish delicious.
- **each and every** + singular noun = every person/thing in a group
Each and every one of us should protect the environment.

Compounds of some/any/no/every

- The **compounds** of **some** (someone/somebody, something, somewhere), **any** (anyone/anybody, anything, anywhere), **no** (no one/nobody, nothing, nowhere) and **every** (everyone/everybody, everything, everywhere) are pronouns and take a singular verb; no noun can be used with them.
Someone wants to see you.
Is anything wrong?

- **Else** can also be used (meaning 'more' or 'different').
Someone else wants to speak to you.
- **Someone/somebody, anyone/anybody, no one/nobody** and **everyone/everybody** refer to both genders, so we use plural pronouns and possessive adjectives.
*They didn't take any photos because no one had brought **their** camera with **them**.*

many / much / a lot (of) / lots (of) / plenty (of)

- **many + plural countable nouns**
  is used mainly in questions and in negative sentences.
  Were there many people at the meeting yesterday?
  I didn't see many students at the lecture.
- **much + uncountable nouns**
  is used mainly in questions and in negative sentences.
  Is there much unemployment in your town?
  I didn't manage to learn much information from him.
- **a lot / lots / plenty** are always used with **of** when they are followed by a noun.
  They are used with:
  - plural nouns and a plural verb.
    There were a lot of people at the restaurant.
  - uncountable nouns and a singular verb.
    Lots of time is needed to complete this project.
    Have you got enough money? Yes, plenty.

- **Many / A number of** + countable nouns and **much / a great deal of** + uncountable nouns can sometimes be used in **affirmative** sentences for a more formal style, as *a lot (of) / lots (of) / plenty (of)* are quite informal.
  Many / A number of people believe that recent technological developments have improved our lives.
  It is said that people who work in offices often experience much / a great deal of stress.
- In affirmative sentences **many** and **much** can be used with **too**, **so**, **how** and **as**.
  There's too much sugar in my coffee.
  I have so many things to do today!
- Before articles (a, an, the), possessive adjectives or pronouns (my, your, them, etc.) and demonstratives (this, that, these, those) we can use **much of** (=a large part of) and **many of** (=a large number of).
  He spent much of his life travelling.
  Many of those who volunteered did a great job.
- The following structure can also be used: **the / possessive pronoun + many + plural noun**
  I am one of the many fans that football team has.
- **Much** is used with **very** as an adverb (or on its own in negative sentences).
  I miss my family very much.
  She didn't like the food (very) much.
- With measurements of time or distance we use **many**, not *a lot (of) / lots (of) / plenty (of).*
  I was ill for many weeks.

a few / a little / few / little

- **a few** (= *a small number*) is used with plural nouns and a plural verb.
  I need a few more things from the supermarket.
  There are a few coins on the table.
- **a little** (= *some, but not a lot*) is used with uncountable nouns and a singular verb.
  There's still a little cake left in the fridge.
- **few** (= *not many*) is used with plural nouns and a plural verb.
  Very few people disagreed with him.
- **little** (= *not much*) is used with uncountable nouns and a singular verb.
  There was little evidence to support his claim.

hardly any

- **hardly any** is used with plural countable nouns and uncountable nouns and means *very few* and *very little* respectively.
  There's hardly any coffee left.

- For emphasis we can use:
  - **very, so, too + little / few**
    There's very little milk in my coffee.
  - **only + a little / a few**
    He's got only a few friends.
- **Some, any, much, many, a little, a few, a lot, lots, plenty** can be used before nouns as determiners, but they can also be used without nouns, as pronouns.
  Have you got any money? No, I haven't got any.

Both / Either / Neither

Both, either and **neither** are used for two people, things, etc.

- **Both (of)** is used in affirmative sentences and takes a plural verb.
  Both my brothers are engineers.
  Which one should I order? Why not both of them?
- **Either (of)** means 'one or the other' (it doesn't matter which of the two). **Either of** takes a singular or plural verb.
  Paris or London? Either city is beautiful.
  Either of these cities is/are beautiful.
- **Neither (of)** is used in affirmative sentences and gives them a negative meaning. It means 'not one and not the other'. **Neither of** takes a singular (formal) or plural verb (informal).
  Neither book was interesting.
  Neither of my parents works/work at weekends.

Both, **either**, **neither** can be used on their own, as pronouns.
A: *Should we order Italian or Chinese?*
B: *Either. I don't mind.*

All / Most / Whole / None

All, most and **none** are used for more than two people, things, etc.

- **All (of)** (=the whole of an amount) / **Most (of)** (=the majority) are used in affirmative sentences and take a plural verb.
  All children should wear a life jacket on the boat.
  All of the students want to go on a picnic.
  Most young people here speak English.
  Most of my friends live in London.
- **None** is used in affirmative sentences and gives them a negative meaning. **None** is a pronoun and is not followed by a noun. **None of** is followed by a plural noun / an object pronoun and takes a singular or plural verb. With uncountable nouns, *none of* takes a singular verb.
  Any questions? No, none.
  None of my friends likes/like tea. None of them likes/like tea.
  None of the advice was useful.

- **All + that-clause + singular verb** means 'the only thing'.
  All (that) he does is criticise me.
- Do not make negative sentences using **all... not**. Use **not all (of)** instead.
  All of the teachers have experience with young children.
  ~~*All of the teachers don't have experience with young children.*~~
  Not all of the teachers have experience with young children.
- Be careful with the difference in meaning with **none of**.
  Not all of the teachers have experience with young children. (some do)
  None of the teachers have experience with young children. (not even one)
- **The whole** (= all of something, entire) is followed by a singular countable noun.
  She spent the whole evening watching TV.

GRAMMAR REFERENCE

It / There

We use the pronoun **it**:

- as the subject of a sentence when talking about time, distance, weather and temperature.
  It's about 10 kilometres to Seagull Beach.
  It's only 5 degrees outside.
- as the subject or object of a verb when the real subject or object appears later in the sentence. This is done especially when the subject or object is very long.
  ***It** is not wise to lend money to strangers.*
  instead of: *To lend money to strangers is not wise.*
  *Kimberly finds **it** easy to paint portraits of other people.*
  instead of: *Kimberly finds painting portraits of other people easy.*
- as the subject of the verbs **appear, depend, happen, look, occur, seem, sound,** etc.
  It seems that he is not enjoying the get-together.
- in the structure **It takes + object + full infinitive** to say how much time, money, effort, etc. is/was needed for a particular activity to happen or succeed.
  It takes an hour to drive to the airport. (= Driving to the airport takes an hour.)
  It took Randy a lot of time and energy to close that deal. (= Randy took a lot of time and energy to close that deal.)
- in the following phrases:

it's no use (+ -ing form)	it's no coincidence (that)
it's no good (+ -ing form)	it's no secret (that)
it's no fun	it's no surprise (that)

It's no fun travelling when you're ill.

We use the pronoun **there**:

- with the verb **be** when we want to introduce a new topic and say that something exists or happens.
  There are two problems we need to solve before continuing.
  There was a big crowd outside the town hall this morning.
  There used to be a bookcase here but we moved it to the basement.
- in the following phrases:

there's no point in (+ -ing form)	there's no doubt (that)
there's no need (+ to + base form)	there's no knowing
there's no reason (+ to + base form)	there's no better way
there's no choice but (+ to + base form)	there's no excuse for

There's no knowing what she'll do when she finds out the truth.
There's no better way of dealing with the situation.

Reflexive pronouns

Reflexive pronouns (**myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**) are used:

- with the verbs **behave, cut, educate, enjoy, help, hurt, kill, like, teach,** etc. if the subject and the object of the verb are the same.
  He has taught himself how to play the guitar.
- after certain verbs with prepositions (talk to, say to, take care of, etc.).
  He was sitting in the dark, talking to himself.
- after the verbs **look, seem** etc., to describe emotions or behaviour.
  You don't look yourself today; is there anything wrong?
- for emphasis (**emphatic pronouns**); they are placed after the subject or the object of the verb, or at the end of the sentence.
  The President himself visited the hospital.
- after **by** and mean **alone, without help**.
  The scouts built this boat by themselves.

Reflexive pronouns are **not** normally used:

- with the verbs **concentrate, relax, rest**.
  You have to concentrate more.
- with verbs describing actions that people usually do for themselves (**wash, dress, shave, wake up,** etc.).
  She got up, washed her face and had breakfast.
- after **prepositions of place**.
  He was watching the woman in front of him.

- Reflexive pronouns are used after certain verbs to form idioms:
  enjoy yourself = have a good time
  behave yourself = be good
  help yourself to sth = you are welcome to have an amount of sth
  make yourself at home = make yourself comfortable
  make yourself heard/understood = speak loudly/clearly
- Note the difference between **themselves** and **each other** both referring to two people.
  They were looking at themselves in the mirror.
  They were just sitting there, looking at each other. (=at one another)

Other

Other means 'additional' or 'different'.
Are there any other questions you would like to ask?
I think you should go to London some other time.

- **the other(s)** = the rest, the remaining
  I'm buying the black boots. I don't like the other ones.
- **every other day/week**, etc. = every second day/week, etc.
  Plants should be watered every other day.
- **the other day** = a few days ago, recently
  Kelly called me the other day.
- **the other side/way,** etc. = the opposite side/way, etc.
  We live on the other side of town.
- **other than** = apart from
  Tony can be a bit bossy, but other than that, he's a nice guy.
- **another** = one more or a different one. It can also be used with expressions of time, distance and money.
  I'd like another glass of orange juice.
  Can you come back another time? I'm busy.
  We must drive for another ten miles.
- **one another** = each other
  I have a good relationship with my brother. We look after one another.

Generic pronouns

The pronouns **you, one, we, they** can be used in a way to mean 'people in general'. **One** (+ 3rd person singular) is more formal and is not often used in spoken English. **We** can also be used and includes the reader, writer or listener. **They** refers to others or people in authority. In many cases, we use ***they***, ***them*** and ***their*** when we don't know the gender or want to avoid using 'he', 'she', 'him', 'her', etc.

***You** can lose weight if **you** exercise daily.*
***One** should always behave politely.*
*When **we** take part in a meeting, we should always take notes.*
***They** say I look exactly like my sister, but I don't think so.*
***They** are going to build a new shopping centre in the area.*
*If a student wants to sign up for the course, **they** have to show **their** ID.*

Module 3

Past Simple

I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
  I bought a new mobile phone yesterday.
- to describe completed actions that happened one after the other in the past.
  I walked up to the till, paid and then left the shop.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
  When I was younger, I often went jogging in the park.
- to describe permanent situations in the past.
  Jake lived with his grandparents when he was young.
- to describe an action in the past that interrupted a 'longer' action in progress.
  I was sleeping when the phone rang.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

Past Progressive

I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
  'What were you doing at 10 o'clock last night?'
  'I was having a shower.'
- to describe actions that were happening at the same time in the past (usually with *while* or *as*).
  While Lynn was cooking, John was sleeping.
- to describe background scenes to a story.
  There were a lot of people at the station. Some were talking on their mobiles, others were sleeping and a few were walking up and down.
- to describe temporary past states or actions.
  My grandfather was writing a play in those days.
- to describe repetitive or annoying actions (with the adverbs of frequency *always, continually, forever,* etc.)
  My brother was always taking my toys when we were young.
- to describe an action in progress in the past that was interrupted by another action.
  While I was driving, I saw a cat in the street.
- to describe unfulfilled hopes and expectations.
  He was hoping to be accepted.
- to describe past arrangements.
  I was meeting Beth at 6 so I didn't have time to waste.
- to express something politely.
  I was wondering if you would like to join us.

Past Simple - Past Progressive Time Clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while, when** or **as**.
  As/While/When they were walking in the forest, they saw a bear.
  I was having a bath when the lights went out.

We commonly use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, we ran to the beach.

Past Perfect Simple

I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
  My mum had done the washing-up by midnight.
- with adjectives in the superlative form and expressions like **the only/first/second**, etc. when referring to the past.
  It was the first time I had seen an elephant.
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.
  My friends had already eaten when I got to the restaurant.

If the order of events is obvious, we can use either the Past Perfect or the Past Simple, especially when the time expression shows the order of events.
After Mary made / had made the beds, she started cooking.
Jack took / had taken a magazine from the table before he sat down.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

Past Perfect Progressive

I had been working	He had been sleeping
Had you been working?	Had she been sleeping?
They hadn't been working	It hadn't been sleeping

The **Past Perfect Progressive** is used:

- to emphasise the duration of an action that was in progress before another action or a specific point of time in the past.
  He had been living in London for 15 years when he moved to Glasgow.
- to refer to an action whose duration caused visible results at a later point of time in the past.
  They were tired because they had been cleaning the house all day.

TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

used to + base form

I used to work	He used to sleep
Did you use to work?	Did she use to sleep?
They didn't use to work	It didn't use to sleep

used to + base form is used:

- to describe permanent past states.
  I used to be overweight when I was younger.
- to describe past habits.
  My father used to drive to work, but now he walks.
- to describe repeated actions in the past.
  We used to go out every day, but we don't anymore.

be used to + noun/-ing form: to be familiar with sth because you have done it or experienced it before and it doesn't seem strange, new or difficult
I'm used to waking up early in the morning; I don't mind it.

get used to noun/-ing form: to become familiar with sth or get to know it so that it is no longer unusual or strange
I haven't got used to working the night shift yet.

GRAMMAR REFERENCE

would + base form

I would work	He would sleep
Would you work?	Would she sleep?
They wouldn't work	It wouldn't sleep

would + base form is used:

- to describe past habits.
  My grandmother would always wake up at 6 o'clock in the morning.
- to describe typical behaviour in the past.
  Every night, Linda would turn on the TV, sit down on the sofa and drink a hot cup of coffee after dinner.

Would - Was/Were going to

- **would + base form** is used when referring to the past for things that we expected to happen at a later time.
  I knew he would pass the examination.
- **was/were going to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).
  I was going to visit my cousins over the weekend, but they came to visit me instead.

Passive Voice

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it. The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

We use the **Passive Voice**:

when the agent is unknown.	*The National Bank was robbed this morning!*
when the agent is unimportant at the time of speaking.	*This portrait was painted before the 17th century.*
when the agent is easy to figure out.	*Mark was fined for illegal parking.* (by a traffic warden) *English is spoken in Australia.* (by people)
when we want to be vague about who is responsible.	*When I entered the office this morning, I noticed that one of the computers hadn't been turned off.*
in formal statements and when we want to be impersonal e.g. in instructions, rules, processes, academic and scientific works.	*The lever on the right should be pulled down slowly.* *At the plant, the potatoes are examined and tasted for quality.* *More than 1,000 mobile phone users were given questionnaires which were then analysed by researchers.*
in headlines and news reports.	*20 INJURED IN ROAD ACCIDENT* (the auxiliary verb is often omitted) *The town has been totally destroyed by the hurricane.*

- **by + agent** is used when we want to emphasise who does or what causes the action. It is also used when the sentence is incomplete without it.
  The investigation was ordered by the Police Commissioner.
  ~~*This book was written.*~~ → *This book was written by Rudyard Kipling.*
- **with + instrument/material** and **of + material** describe what caused the action or what the agent used to perform it.
  This photograph was taken with an expensive camera.
  The basement was flooded with water.
  This jumper is made of wool.

Formation

The Passive Voice is formed with the verb **be** in the appropriate form + the **past participle** of the **main verb**.

Verb forms in the Passive Voice

Verb forms	Active Voice	Passive Voice
Present Simple	*They always serve tea with cake.*	*Tea is always served with cake.*
Present Progressive	*They are renovating the hotel.*	*The hotel is being renovated.*
Past Simple	*I repaired the roof last year.*	*The roof was repaired last year.*
Past Progressive	*The campers were putting up the tents when it started to rain.*	*The tents were being put up (by the campers) when it started to rain.*
Present Perfect Simple	*We have removed all the furniture from the living room.*	*All the furniture has been removed from the living room.*
Past Perfect Simple	*The fire had destroyed the house before the firefighters arrived.*	*The house had been destroyed by the fire before the firefighters arrived.*
Future *will*	*Mary will pay the bill tomorrow.*	*The bill will be paid (by Mary) tomorrow.*
Future *going to*	*They are going to publish his new novel next month.*	*His new novel is going to be published next month.*
Future Perfect Simple	*I will have sent all the letters by noon.*	*All the letters will have been sent by noon.*
Present Infinitive	*The mayor began to introduce more environmentally-friendly policies.* *I didn't expect my boss to give me a raise.*	*More environmentally friendly policies began to be introduced (by the mayor).* *I didn't expect to be given a raise.*
Perfect Infinitive	*The scientists seem to have conducted many experiments in the new laboratory.*	*Many experiments seem to have been conducted in the new laboratory (by the scientists).*
-ing form	*I hate people staring at me.*	*I hate being stared at.*
Modal Verbs	*You must take him to hospital.* *We could have bought the tickets earlier.*	*He must be taken to hospital.* *The tickets could have been bought earlier.*

- The Present, Past and Future Perfect Progressive as well as the Future Progressive are not used in the Passive Voice.
- **Get** can be used instead of **be** in informal speech, to show that something happened unexpectedly.
  His jeans got caught on a spike as he was climbing over the fence.
- **need + -ing** has a passive meaning
  This car needs washing. = This car needs to be washed.

Note the following changes:

Active Voice	Passive Voice	Examples
Verbs (*give, offer, send, etc.*) with two objects	Both the indirect object (person) and the direct object (thing) can be used as subjects.	*They offered us tea. →* *We were offered tea.* *Tea was offered to us.*
Question words (*what, who, when, where, why, how*)	Question Word + Auxiliary/Modal Verb + Subject + Past Participle • With **who** and **whom** we **never** omit **by**.	*Who wrote this book? →* *Who was this book written by?* *By whom was this book written?* (formal)
not... any → not... any of → not... anyone/anybody → not... anything →	no none of no-one/nobody nothing	*They didn't change anything. →* *Nothing was changed.*
watch, hear, see, smell, feel, notice, etc. + bare infinitive **OR** -ing form	watch, hear, see, smell, feel, notice, etc. + full infinitive **OR** -ing form	*We saw Diane enter the bank. →* *Diane was seen to enter the bank.* *They heard a boy calling for help. →* *A boy was heard calling for help.*
make + bare infinitive	make + full infinitive	*He made me leave. →* *I was made to leave.*
let (=allow)	be allowed to	*They didn't let me go out. →* *I was not allowed to go out.*
Verbs followed by a that-clause which can be used to make general statements: *believe, consider, expect, find, hope, know, report, say, think, understand, fear, rumour, agree, suggest,* etc.	• It + passive form of verb + that-clause **OR** • subject + passive form of verb + to + base form **OR** • subject + passive form of verb + to + have been + past participle	*Scientists believe that this virus is deadly. →* *It is believed that this virus is deadly.* **OR** *This virus is believed to be deadly.* *They say that the locals built this bridge last year. →* *It is said that this bridge was built by the locals last year.* **OR** *This bridge is said to have been built by the locals last year.*
With verbs like **say, think, expect, know →**	there + passive verb + to be	*People say there are many types of wildlife in that area. →* *There are said to be many types of wildlife in that area.*
Verbs with prepositions	The preposition goes immediately after the verb.	*A car nearly knocked Jane down. →* *Jane was nearly knocked down by a car.*
Relative pronoun	The *relative pronoun + verb be* is often omitted.	*This photo, which my brother took, won first prize. →* *This photo, (which was) taken by my brother, won first prize.*

Module 4

Adjectives

Adjectives:

- are placed before nouns to describe them.
  He is a famous author; everyone knows his novels.
- have the same form in the singular and the plural.
  They live in a large house near the beach.
  The neighbourhood is full of large houses.
- can follow expressions of measurement.
  The river is 50 metres wide.
- appear after linking verbs (*feel, look, smell, sound, taste, appear, be, become, come, get, go, grow, keep, prove, remain, seem, stay, turn,* etc.). Linking verbs do not express action. They link the subject with a word that describes the subject.
  The teacher looks angry. (It would be wrong to use an adverb here. The adjective *angry* describes the teacher.)
  BUT *The teacher looked at the students angrily.* (It would be wrong to use an adjective here. The adverb *angrily* describes the action of the verb.)

Adjectives beginning with **a-** (*afraid, alive, alone, awake,* etc.), **ill** and **glad** appear only after linking verbs.
She has been awake since six o'clock.
She fell seriously ill last year.
I'm sure he'll be glad to meet you.

We use adjectives such as **young**, **old**, **blind**, **deaf**, **poor**, **rich**, **unemployed**, **illiterate**, etc. with the definitive article **the** to describe groups of people in terms of age or status. In this case, the adjectives are not followed by nouns and the verb of the sentence is in the plural.
The homeless lead a difficult life.

We can also use as adjectives:

- nouns followed by other nouns describing material and purpose.
  *Sophie got a **gold** bracelet as a present.*
- cardinal numbers + nouns.
  *My house is only a **ten-minute** walk from here.*
- present and past participles.
  *She heard a **frightening** noise.*
  *He won a **well-deserved** gold medal.*

Adverbs

Adverbs describe:

- verbs. *Read the instructions carefully.*
- adjectives. *I'm awfully sorry about what happened.*
- other adverbs. *He speaks very quickly.*
- whole sentences. *Apparently, he has forgotten our appointment.*
- past participles. *The roof was badly damaged.*

Use and Placement

Adverbs	Placement	Examples
Adverbs of **manner** (seriously, happily, quietly, etc.)	• They appear in any position in a sentence. At the beginning of a sentence they show emphasis. • In the **Active Voice** they usually go **after** the main verb and its object. • In the **Passive Voice** they are usually placed **before** the main verb.	*He read the letter slowly.* *He slowly read the letter.* *Slowly, he read the letter.* *Some people learn languages easily.* *Some languages are easily learnt.*
Adverbs of **place** (here, there, outside, upstairs, etc.)	They usually appear at the end of a sentence or after the verb and its object.	*I'll see you there.*
Adverbs of **time** (now, today, soon, recently, immediately, etc.)	• They are usually placed at the end of a sentence. They may appear at the beginning for emphasis. • One-syllable adverbs (soon, then, etc.) usually appear within a sentence.	*Call him immediately.* *Last year we went to Spain.* *I'll soon need a new pair of shoes.*
Order of adverbs:	• **manner – place – time** • After verbs of movement: **place – manner – time**	*Did you work hard at school yesterday?* *Did you go to Paris by plane last summer?*
Adverbs of **frequency** (occasionally, rarely, often, always, etc.)	They usually appear before the main verb but after the (first) auxiliary and the verb *be*.	*She rarely watches TV.* *I've always wanted to live in New York.* *He is never at home on Sundays.*
Adverbs of **degree** (rather, quite, very, hardly, absolutely, etc.)	They usually appear before the word they modify. a + quite/rather + adjective + noun **OR** quite/rather + a/an + adjective + noun **BUT** a + fairly/pretty + adjective + noun	*I absolutely love this book.* *The trip was rather interesting.* *It was a rather dangerous expedition.* *It was rather a dangerous expedition.* *It was a pretty dangerous expedition.*
Sentence adverbs (apparently, admittedly, definitely, obviously, probably, etc.)	They express how sure we are about what is said and they appear: • at the beginning of a sentence. • before the main verb or after the auxiliary. • at the end of a sentence.	*Apparently, he won't be here on time.* *You've obviously made a mistake.* *She is very beautiful, undoubtedly.*

Special cases

- Some words ending in -ly are adjectives, not adverbs: *deadly, elderly, friendly, lively, lonely, lovely, silly,* etc. For some of these the adverbial phrase **in a ... way/manner** can be used.
  *He is a **friendly** person.* (adjective)
  *He treats his employees in a very **friendly** manner.* (adverbial phrase)
- Some other words ending in -ly are both adjectives and adverbs: *hourly, daily, early, weekly, monthly, yearly,* etc.
  This is a daily programme.
  He brushes his teeth daily.
- Some adverbs have two forms with a difference in meaning.

deep=a long way	deeply=very much
direct=without stopping	directly=immediately
free=without payment	freely=with freedom
hard=with a lot of effort	hardly=scarcely
high=a long way up	highly=very, greatly
last=after all the others	lastly=finally
late=after the usual or expected time	lately=recently
near=close	nearly=almost
pretty=fairly	prettily=in a nice way
short=suddenly	shortly=in a while
sure=certainly	surely=undoubtedly
wide=completely	widely=to a great extent, in a lot of places
wrong=not correctly	wrongly=unjustly

Gradability

Adjectives can be classified as gradable or non-gradable depending on their meaning.

Most adjectives are **gradable**, which means that they describe qualities that can have different degrees and can be made weaker or stronger (e.g. *easy, good, angry*) when combined with an adverb such as *very, slightly, extremely, reasonably.*
slightly upset *rather cheerful*

Non-gradable adjectives describe absolute or extreme qualities that cannot be graded (e.g. *fantastic, impossible, enormous*), as they already contain the idea of 'very' in their definitions. These adjectives can be combined with adverbs such as *absolutely, really, totally* to add extra emphasis.
absolutely freezing *totally ridiculous*

GRADING ADVERBS	GRADABLE ADJECTIVES
really, very, pretty, rather, a bit, quite, fairly, terribly, slightly, extremely, incredibly, immensely, somewhat, relatively, deeply, hugely, reasonably, unusually, etc.	cold, funny, popular, boring, dangerous, ambitious, valuable, irritable, important, etc.

NON-GRADING ADVERBS	NON-GRADABLE ADJECTIVES
absolutely, totally, completely, really, fairly, utterly, pretty, quite, entirely, almost, perfectly, fully, practically, virtually, primarily, etc.	freezing, brilliant, terrible, huge, certain, overjoyed, furious, unknown, disastrous, wrong, etc.

- The adverbs ***really, pretty, fairly*** can be used with both gradable and non-gradable adjectives in informal contexts.
  It was really cold last night so we lit the fireplace and stayed home.
  Cindy felt pretty awful after arguing with her sister.
  The job is fairly impossible!
- The adverb ***quite*** can be used with both gradable and non-gradable adjectives but with a difference in meaning.
  After spending 2 hours at the gym, Steve was quite tired but went out with his friends anyway. (= fairly, but not very)
  I'm quite certain that this is the only possible solution. (= completely)
- Not all adverbs can be combined with all adjectives. Some collocate and some don't.
  I'm not going out in this weather. It's absolutely~~entirely~~ freezing!

Note some commonly used collocations:

perfectly clear/normal/capable/acceptable/reasonable/safe
deeply moved/hurt/committed/affected/grateful/upset
highly critical/unusual/successful/(un)likely/qualified/improbable/efficient
bitterly cold/disappointed/upset
terribly appalled/disappointed/afraid/important/sad
completely satisfied/(ir)relevant/awful/safe/useless/meaningless
entirely different/satisfactory/unexpected/sure/dependent/beneficial/true
utterly meaningless/useless/different/miserable/ridiculous/impossible
painfully slow/upset/aware/obvious/clear
relatively cheap/easy/straightforward/rare/small/young
potentially fatal/dangerous/deadly/harmful/hazardous/damaging
immensely popular/powerful/strong/important/wealthy/proud/difficult
virtually/practically unknown/impossible/useless/invisible/identical/non-existent
absolutely awful/ridiculous/impossible/devastated/critical/appalling/essential
heavily populated/damaged/polluted/dependent
totally harmless/unexpected/unacceptable/unsuitable/unaware/inappropriate
reasonably accurate/priced/safe

- Some adjectives have both gradable and non-gradable uses and may have a change in meaning (*old, common, original, empty, odd, essential, impossible, late, critical, full, basic*, etc.).

*That is a very **old** camera; I don't suppose it works anymore. (= not new) (gradable)*
*I bumped into my **old** English teacher yesterday. (= former) (non-gradable)*

*Earthquakes are **common** in this area. (= frequent) (gradable)*
*To make new friends, hang out with people with **common** interests. (= similar) (non-gradable)*

Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (Adjectives ending in *-y* change it to *-i*, while those ending in *-e* take only *-r*.)
  tall-taller, near-nearer *happy-happier, late-later*
- of most adjectives and adverbs with two or more syllables is formed with **more**.
  beautiful - more beautiful *slowly - more slowly*
- of adjectives and adverbs is followed by **than** when we compare two people, animals, things, ideas or situations.
  Peter is taller than James.
  Living with your family can be easier than living on your own.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-est*. (Adjectives ending in *-y* change it to *-i*, while those ending in *-e* take only *-st*.)
  tall-tallest *near-nearest*
  happy-happiest *late-latest*
- of most adjectives and adverbs with two or more syllables is formed with **most**.
  beautiful - most beautiful
  slowly - most slowly
- of adjectives and adverbs is used with **the... *(of/in)*** when we compare one person, animal, thing, idea or situation with several of the same kind.
  That's the most ridiculous idea I've ever heard.
  Peter is the tallest boy in his class.

- Some two-syllable adjectives form comparative and superlative forms in both ways.
  clever *- cleverer / more clever - cleverest / most clever*
  common *- commoner / more common - commonest / most common*
  narrow *- narrower / more narrow - narrowest / most narrow*
  simple *- simpler / more simple - simplest / most simple*
  quiet *- quieter / more quiet - quietest / most quiet*
  healthy *- healthier / more healthy - healthiest / most healthy*
- In formal language, **most** can be used without **the** in the superlative form to mean **very/extremely**.
  It was most kind of you to see me at such short notice.
- When we compare two people or things, we can use **the + comparative** (not *the + superlative*).
  *This is **the better** of the two suggestions.*

GRAMMAR REFERENCE

Irregular forms		
Positive Form	Comparative Form	Superlative Form
good/well	better	best
bad/badly	worse	worst
old	older/elder*	oldest/eldest*
much/many	more	most
little	less	least
far	farther/ further**	farthest/ furthest**

* **Elder/Eldest** describe family relations. *Elder* is not followed by **than**.
My elder brother is studying in England.
My brother is older than me ~~(elder than me)~~.

** **Farther/Farthest** are used only for distance. **Further/ Furthest** are used for distance but they also mean **more/ most**.
Today we walked farther/further than we did yesterday.
There are no further details available yet.

Other forms of comparison

- **as + adjective/adverb + as** (to show similarity)
  She's as tall as her sister.
- **not so/as + adjective/adverb + as** (to show difference)
  It isn't so/as far as we thought.
- **as + adjective + a/an + noun + as** (to show similarity)
  Mr Davis is as good a boss as anyone could wish for.
- **not as + adjective + a/an + noun + as** (to show difference)
  Our town is not as lively a place as it used to be.

OR

- **not such + a/an + adjective + noun + as**
  Our town is not such a lively place as it used to be.

To contrast two similar qualities, we can use
*Tina found the course **not so much** demanding **as** uninteresting. =*
*Tina found the course **more** uninteresting **than** demanding.*

- **the + comparative, the + comparative** (to describe two actions or situations, one of which comes as a result of the other)
  The bigger the house (is), the more cleaning it will need.
- **comparative + and + comparative** (to indicate continual change)
  The car was going faster and faster.

Other expressions

Kevin's car is exactly **the same as** mine.
Teenagers are **much the same** throughout the world.
The food at the restaurant was good; not **like** the last time we ate there.
Unlike my friends, I love pizza with pineapple.
Mary and I are **alike** in many ways and everyone thinks we're sisters.
Even though we're brothers, we are **unalike** in appearance; I'm tall with fair hair and he's short with black hair.
The upstairs floor is very **similar to** the downstairs.
Eating right and exercising are **equally** important for a healthy lifestyle.

In comparison to / Compared to my other mobile phone, this one is more complicated to use.

When we want to talk about two things that are similar or the same, we can use **like** or **as**:

- **like** + noun / pronoun
  He speaks like a foreigner.
  Carla has straight hair like me.
- **as** + clause
  The temperatures dropped during the night, as they had predicted.

Modifying comparisons

We can use adverbs of degree with comparatives, superlatives and as... as to modify their meaning.

Adverbs of degree	Type of comparison	Examples
much/many, far, a lot, considerably, significantly, a great/ good deal, even, rather, somewhat, slightly, a bit, a little/few, barely, hardly, any, no, etc.	comparative form	*Greg's car was far more expensive than mine.* *It's a bit colder today.* *You should dress somewhat more professionally.* *The little girl is hardly more than five.*
much, by far, easily, almost, quite, nearly, possibly, just about, etc.	superlative form	*You are by far the best player in the team.* *Mrs Brown is just about the nicest teacher in the school.* *I didn't like the film. I think it was much the worst I've ever seen.*
nearly, almost, just, about, just about, half, twice, three times, not nearly, not quite, nothing like, not anything like, nowhere near, etc.	as... as	*Jack is almost as tall as his brother who's two years older.* *This painting isn't half as good as the first one the painter made.* *Learning a foreign language is not nearly as easy as many people might think.*

- *Twice* can only be used with *as... as* (not with the comparative form). *Two times/three times/four times*, etc. can be used both with *as... as* and with the comparative form.
  She earns twice as much as I do.
  ~~(She earns twice more than I do.)~~
  She earns three times as much as I do.
  She earns three times more than I do.
- Ordinal numbers can be used with superlative forms.
  The third largest planet in our solar system is Uranus.

Module 5

Relative Clauses

Relative clauses are introduced by relative pronouns (**who, whom, which, that, whose**) and relative adverbs (**where, when, why**).

Pronouns		
People	**Things / animals / ideas**	**Possession**
who/whom/that	which/that	whose

Adverbs		
Place	**Time**	**Reason**
where	when	why

Relative Pronouns/ Adverbs	Use	Examples
who / that which / that	When they refer to the subject of the verb, they cannot be omitted.	*She's the girl who/that lives next door.* *He has written a book which/that is about the history of education.*
who / whom / that which / that	When they refer to the object of the verb, they can be omitted. **Whom** is used in formal speech or after prepositions.	*I know the girl (who/whom/that) you are talking about.* *The book (which/that) you bought is on the desk.*
whose	It refers to possession. It cannot be omitted.	*I have an uncle whose name is Archibald.*
where	It refers to place. It cannot be omitted.	*The village where I grew up is very small.*
when	It refers to time. It can sometimes be omitted.	*I'll never forget the day (when) I first met him.*
why	It refers to reason. It can sometimes be omitted.	*The reason (why) he left was because he was disappointed.*

Defining and non-defining relative clauses

- **Defining relative clauses** provide information which is essential to the meaning of the sentence. No commas are used.
  Students who cheat should be punished.
- **Non-defining relative clauses** provide additional information (not essential to the meaning of the sentence). They are put between commas. The relative pronouns/adverbs cannot be omitted; neither can we use *that* instead of *who* or *which*.
  Dr Miller, who is the Head of the Department, will attend the reception.

- **Whose + noun** is usually replaced with **noun + of which** when referring to things in formal language.
  Birds have wings the colours of which attract attention.
  (Birds have wings whose colours attract attention.)
  They have been conducting a survey on consumer habits, the results of which will be published next week.
- **Which** may also refer to a whole sentence and cannot be omitted.
  He offered to give me a lift, which was very kind of him.
  The following phrases can also be used to refer to the whole sentence: **in which case, at which point, as a result of which, in addition to which, etc.**
  Employees have been spending too much time using social media, as a result of which social media websites have been blocked.
- In non-defining relative clauses, we often use quantifiers, numbers, superlatives to show quantity, sequence, etc.

all, none, both, neither, either most, lots, many, much, some, any, few each, several, half a number, one/two/three, etc. the first/second/third, etc. the last the biggest/tallest/best, etc.	+ of whom + of which (+ of whose *in some cases*)

He has recently published two books, both of which have become bestsellers.
Janet has three brothers, the youngest of whom lives near me.

Relative clauses and prepositions

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (**who, which, that**) can be omitted.
  *The man (**who/that**) I was talking **to** five minutes ago is my uncle.*
- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only **whom** or **which** can be used after the preposition.
  *That tall man, **to whom** I was talking five minutes ago, is my uncle.*
- A wide range of prepositions can be used with **whom** and **which** to introduce relative clauses: *from, with, during, about, for, among,* etc.
  There were many guests at the wedding, among whom were some of the couple's best friends.
- Instead of **when, where** and **why**, we can often use a **preposition + which**.
  *Could you tell me the day **when / on which / by which** I have to submit my application?*
  *I have always wanted to visit a country **where / in which** I would be able to practise my French.*
  *We'd like to know the reason **why / for which** you are quitting.*

Nominal relative clauses

In these clauses, the noun and relative pronoun are combined together in one word. Nominal relative clauses function as nouns. Some common nominal relative pronouns are: *what, whatever, whoever, whichever, who,* etc.

what = the thing(s) which/that
*I couldn't read **the message which/that** he sent me.*
*I couldn't read **what** he sent me.*
~~*I couldn't read the message what he sent me.*~~

whatever = anything which/that
You can eat whatever you want.
whoever = anybody who/that
You can ask whoever is at the information desk.
who = the person who/that
That wasn't who I spoke to last time.

Reduced relative clauses

- In reduced relative clauses we omit the relative pronoun (*who, which or that*) and the verb form of *be*. Therefore a reduced relative clause begins with a present or past participle.
  The woman (who is) talking to your sister at the moment is my biology teacher.
  The cottage (which was) situated at the top of the hill used to belong to my great grandparents.

Participle Clauses

The **present participle** (base form + *-ing*) is used:

- to replace a time clause (when, while, after, etc. + subject + verb).
  Looking through the things in my drawer, I came across some old photographs. (= While I was looking...)
- to replace a clause of reason (because, as, since + subject + verb).
  Feeling extremely tired, I decided to rest under a tree. (= Because I felt...)
- to replace a relative clause in the Active Voice.
  The girl talking to Jim is my sister. (=... who is talking...)

The **past participle** is used:

- instead of a subject + verb in the Passive Voice.
  Shocked by the tragedy, they didn't know what to say. (= They were shocked by the tragedy and didn't know...)
- to replace a relative clause in the Passive Voice.
  Clothes made in France and Italy are very elegant. (= Clothes which are made...)
- to replace the if-clause in a conditional sentence containing Passive Voice.
  Stored in the fridge, the pudding will keep for up to one week. (= If it is stored in the fridge...)

The **perfect participle** is used for an action that happened before another one.
Active Voice: having + past participle
Having finished studying, Ted went out. (Ted finished studying and then went out.)
Passive Voice: having been + past participle
Having been damaged in the accident, the car wouldn't start. (The car had been damaged in the accident and wouldn't start.)

- To form the negative of participles, we add **not** before the participles.
  Not wanting to miss the bus, they ran to the bus stop.
  Not scared by the strange noise, he kept walking in the woods.
- If a participle is at the beginning of a sentence, its subject is the same as that of the main verb.
  Crossing the road, I was nearly knocked down by a car.
  But: ~~*Pushing the button*~~, *the lift moved up to the third floor. (This would mean that the lift pushed the button.)*
- If the subject of the participle is different from the subject of the verb, it goes at the beginning of the sentence.
  Weather permitting, we may drive to the beach.

- Present participle clauses can be used with different conjunctions and prepositions: *after, while, since, on, although*, etc.
  ***After finishing** her degree, she went to live in London. (=After she finished...)*
  ***On reaching** the department store, she went straight to customer service. (=When she reached...)*
  ***While/Although knowing** there will be difficulties, I still think we should go ahead with the plan. (=While/Although I know...)*
- Past participle clauses can be used with: *when, until, once, if, unless*, etc.
  ***If watered** on a daily basis, the plants will grow beautifully. (=If they are watered...)*
  ***Once defrosted**, it cannot be frozen again. (=Once it has been defrosted...)*

Module 6

Conditional Sentences

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths, facts and habitual results in the present.
If/When you press the button, the machine starts.
When she can, she helps.

Conditional Sentences Type 1

if-clause	Main clause
If + Present Tense (simple or progressive) or Present Perfect Simple (if the action has already finished)	• Future *will*
	• Modal Verbs (can, may, might, must, should) + base form
	• Imperative

We use **Conditional Sentences Type 1**:

- for real or probable situations in the present or future.
  If Martin gets the job, he will move to Oxford.
  If you want a pet, you must promise to take care of it.
- for instructions or commands.
  If you go to the supermarket, buy some milk.
  If you have finished completing the form, leave it on the manager's desk.

In Conditional Sentences Type 1 if there is only a slight possibility of something happening, we can use **should**. If something happens by chance, we can use **happen to**.
If you should ever go to Colombia, visit the Museum of Gold in Bogota.
If you happen to see Lisa, tell her to call me.

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple (simple or progressive)	would/could/might + base form

If I had more money, I would buy a farm in the country.
You could lose some weight if you went on a diet.
If he were still living with his parents, he would be able to save more money.

- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause.
  If I were rich, I would live in a luxurious house.
- We use **If I were you** to express an opinion or to give advice.
  If I were you, I wouldn't buy it.
- **If I were to + base form** is more formal and is used to state something that is unlikely to happen.
  ***If I were to** win a lot of money, I would move to a Caribbean island.*
- We can use **will** in the if-clause of Conditional Sentences Type 1 and **would** in the if-clause of Conditional Sentences Type 2 to express desire, willingness, politeness, insistence, annoyance, uncertainty or to make a request.
  If you will keep on being noisy, I'll have to ask you to leave.
  I would appreciate it if you would turn the radio down.

Conditional Sentences Type 3

if-clause	Main clause
If + Past Perfect (simple or progressive)	would/could/might + have + past participle

Conditional Sentences Type 3 are used:

- to talk about unreal or imaginary situations in the past.
  If I had known Beth was in London, I would have visited her.
- to express regret, disappointment, satisfaction or unfulfilled condition in the past.
  If I hadn't gone to bed so late last night, I would have woken up on time this morning.
- to criticise somebody/something.
  If you had completed your degree, you might have found a better job.

Inversion in conditionals

In conditional sentences, we can sometimes omit **if** and invert the subject and the auxiliary verb (should, were, had). This structure is formal.

Type 1

Should you require more information, contact our local representative. (=If you should require...)

Should you not wish to stay until the end of the conference, you must inform your supervisor. (=If you do not wish to stay...)

Type 2

Were she taller, she would become a model. (=If she were taller,...)

Were he not so short, he would join the basketball team. (=If he wasn't so short,...)

Were the company to close down, 1,000 people would be left unemployed. (=If the company closed down,... OR If the company were to close down,...)

Type 3

Had there been a telephone nearby, I would have called the police. (=If there had been a telephone...)

Had you not called me, I wouldn't have found out the news. (=If you hadn't called me,...)

Mixed Conditionals

Mixed conditionals do not follow the tense rules strictly; we can make combinations according to the context. This means the time in the if-clause can be different from the time in the main clause. Below are some common combinations.

Type 2 - Type 3	unreal present - past	If I lived in the city centre, I would have accepted the job offer.
	future - past	If I weren't going on a business trip tomorrow, I would have invited you over for lunch today.
Type 3 - Type 2	past - unreal present	If Mark had informed me about the trip earlier, I would be with him in Bali right now.
	past - future	If Cathy had bought tickets for the fashion show last month, she would be leaving for Paris next week.

Other phrases with *if*

- **If + adjective** can often replace **if + subject + be** in the first conditional.
  ***If possible**, I'd like a room with a view of the beach (=if it is possible).*
- **If/When in doubt** is used when advising sb what to do if they aren't certain about sth.
  ***If/When in doubt**, contact your physician (=if you are in doubt).*
- **If so / If not** is used with the meaning **if that is (not) the case**.
  *It might rain this afternoon; **if so**, I'll come pick you up.*
- **If any / anything** is used when somebody doubts the truth of a statement.
  *There's little hope, **if any**, that he will survive (=There's little or no hope that he will survive).*
- **If + participle**
  ***If taken** when you feel a cold coming on, these vitamins can help you feel better (=if they are taken).*
- **If it weren't for + noun** and **If it hadn't been for + noun** are used with the meaning **in the absence of sb/sth** (=without, but for).
  ***If it weren't for all this work**, I'd come shopping with you.*
  ***If it hadn't been for John's advice**, I would have made the wrong decision.*

Alternatives to *if*

- **Unless** can be used instead of **if... not...** in all conditional sentences.
  I won't buy this car unless you agree (=if you don't agree).
- **As long as / so long as / provided (that) / providing (that) / on condition (that)** are used in sentences with the meaning **only if**.
  You can borrow my camera as long as you give it back by Monday (=only if you give it back by Monday).

- **In case of + noun**
  In case of fire, break the glass (=If there is a fire...).
- **Suppose/Supposing/What if/ Imagine** are used in sentences with the meaning **'what would happen if'.**
  Supposing you don't find a job by next month, what will you do?

- **Assuming (that)** is used in sentences with the meaning **in the possible event or situation that sth might happen.**
  Assuming that Hillary invited you to her house, would you go?
- **But for (the fact that)** is used in sentences with the meaning **if it wasn't/hadn't been for**.
  I would have walked the whole way home, but for my friend who drove past and saw me.
- **Without**
  Without his help, I couldn't have done it.
- **Otherwise / or else** is used in sentences with the meaning **if one thing isn't true or doesn't happen, something else will**.
  Hurry up; otherwise we'll miss our flight.
- **Whether... or (not)** is used when we don't know which of the two possibilities is true.
  Whether he agrees with me or not is not important to me.
- **Even if** is used in sentences to stress the fact that although sth might be true or might happen, another situation doesn't change
  *He wouldn't talk about his plans **even if** you begged him to.*
- **Given (that)** is used when some fact is already known, with the meaning **considering**.
  *You are probably tired, **given that** you were out all day.*

Module 7

Infinitives

Time reference	Form	Active	Passive
Present/ Future	Present Infinitive	(to) give	(to) be given
Past	Perfect Infinitive	(to) have given	(to) have been given

The **full infinitive** is used:

- to express purpose.
  I went to the post office to post some letters.
- after the following structures:
  it + be + adjective (+of/for + object) (*it's nice, it was difficult for,* etc.).
  It was great to see you after such a long time.
  It is necessary for him to have a rest.
  so + adjective + as, in formal or polite requests.
  Would you be so kind as to help me with these suitcases?
- after certain adjectives: *afraid, amazed, anxious, astonished, careful, determined, free, glad, happy, lucky, (un)likely, pleased, prepared, ready, relieved, sad, shocked, sorry, surprised, upset, willing,* etc.
  At last he was free to do what he wanted.
- after *too* and *enough*.
  Laura is too tired to go jogging today.
  It isn't warm enough to go to the sea yet.
- after certain verbs as their object (*afford, agree, appear, arrange, attempt, choose, claim, decide, demand, deserve, expect, fail, happen, hesitate, hope, intend, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, seem, tend, threaten, volunteer, want, would like, would love, would prefer,* etc.)
  They volunteered to help us.
- after the object of certain verbs (*advise, allow, ask, beg, cause, challenge, convince, encourage, expect, forbid, force, hire, instruct, invite, order, permit, persuade, remind, require, teach, tell, urge, want, warn,* etc.).
  My friend invited me to join them.
- after question words (*how, what, when, where, etc. but not why*).
  I don't know what to do.
- after certain nouns (*pleasure, shock, mood, chance, need, time, ability, intention, tendency, desire, failure, obligation, eagerness, reluctance, willingness, opportunity, effort,* etc.).
  It was a great pleasure to meet you.
  Tim has a tendency to put on weight, so he's very careful with what he eats.
  It took lots of time and effort to make this presentation, but it was worth it.
- after *some, any, no* and their compounds.
  I'll make you something to eat.
  He doesn't have anywhere to stay.
  The cat is nowhere to be seen.
- after: **the first/second/next/last/best** etc., instead of a relative clause.
  Joan was the last to hear about the accident.
- as a subject.
  To buy a car now would not be a smart move.
- after *only*, for emphasis or for expressing disappointment.
  He passed the written test only to fail the oral exam.
- after the verb *be* for instructions.
  You are not to leave this room until 9.
- with certain expressions like *be supposed to do sth, be at a loss to do sth, go to great lengths to do sth, occur to sb to do sth,* etc.
  Where have you been? You were supposed to be here by 3 p.m.
- in some expressions like *to be honest, to tell you the truth, to begin with,* etc.
  To begin with, this house is very expensive.

The **bare infinitive** is used:

- after most modal verbs (can, may, must, should, etc.)
  You should start thinking about your future.
- after the verbs *let, make, hear, listen to, notice, observe, see, watch,* etc. in the Active Voice.
  My parents let me stay up later at weekends.
  Our teacher made us retake the test.
- after *would rather, would sooner* and *had better*.
  I'd rather go bowling tonight. (when the subject of would rather/sooner is the same as that of the main verb)
  You'd better tell me everything you know about this.
- in the following structure: *Why (not)...?*
  Why walk when I could give you a lift?
- with the expressions *do anything/everything/nothing + but/except*.
  He does nothing but sit around all day.

Help can take either a full or bare infinitive.
We should all help (to) protect the environment.
Can you help me (to) pack?

Dare can take either a full or bare infinitive only when it is not followed by an object. In that case it takes a full infinitive.
Whenever I cross a bridge, I don't dare (to) look down. I'm afraid of heights.
*They dared him **to** jump from the bridge.*

The **perfect infinitive** is used:

- with modal verbs (*could, would, may, might, must*, etc.).
  He could have studied more, but he didn't.
- after verbs such as *appear, claim, expect, hope, happen, pretend, promise, seem*, etc.
  He appears to have left the country.
- after certain verbs in the Passive Voice (personal construction): *believe, consider, say, suppose, think, understand*, etc.
  He is believed to have secretly met with the Prime Minister.

-ing form

Form	Affirmative	Negative
Present: verb + -ing	giving	not giving
Perfect: having + past participle	having given	not having given

The -ing form is used:

- as a noun (subject or object of a verb).
  Exercising is a good way of staying in shape.
- after the verbs **go/come**, indicating physical activities.
  We often go fishing in the summer.
- after the verbs ***catch, find, leave*** + *object*.
  They left me waiting in the rain for an hour.
- after certain verbs (*admit, appreciate, avoid, consider, delay, deny, discuss, dislike, enjoy, fancy, finish, imagine, involve, keep (on), mention, mind, miss, postpone, practise, prefer, quit, recall, recommend, resent, resist, risk, suggest, tolerate*, etc.)
  Martin suggested going out on Friday.
- after certain expressions (*be interested in, as well as, be in favour of, can't stand/help/bear, feel like, have difficulty (in), be good / a genius at, how about, it's no good/use, it's worth, there's no chance of, there's no point in, what's the point of...?, what's the use of...?, be/get used to, be/get accustomed to, be busy, spend/waste + time/money, look forward to, in addition to*, etc.)
  It's no use trying to do everything yourself. Ask Ethan for help.
- after prepositions (*for, about, without*, etc.) or verb + preposition (*insist on, give up, plan on, object to*, etc.).
  Helen is excited about studying abroad.
- after the verbs **need, want, require,** etc. with a passive meaning.
  My car needs repairing. (=My car needs to be repaired.)
- with *No* to show prohibition.
  No smoking please.

- The subject of the -ing form can be different from the subject of the verb. In this case it can be a **noun**, an **object pronoun**, a **possessive adjective** or a **noun in the possessive case**. This occurs with verbs such as *like, love, enjoy, hate, object to, appreciate, approve, disapprove, forget, remember*, etc.
  Angela objected to Michael/him/his/Michael's going on holiday to Japan.
- **excuse, forgive, pardon, prevent, understand** + possessive adjective + -ing form
  Forgive my being so fussy, but everything has to be perfect.
- **prevent + possessive adjective/case + -ing form**
  She tried to prevent his/her son's seeing Jane.
  prevent + object + from + -ing form
  She tried to prevent her son from seeing Jane.

Verbs followed by full infinitive and -ing form

- Some verbs such as **like, love, hate, prefer, start, begin, continue, intend, can't bear, not bother**, etc. can be followed by either the full infinitive or the -ing form, with little or no difference in meaning.
  It started to rain / raining a minute ago.
  Tim loves playing / to play tennis.
- Some verbs can be followed by either the full infinitive or the -ing form, but with a difference in meaning.

try + -ing form = do something to see what effect it will have
If you have a sore throat, try drinking some hot tea.
try + full infinitive = make an effort
I'll try to come tonight, but I can't promise anything.
remember + -ing form = remember something that has already happened
Do you remember meeting Brenda at the Bookers' last week?
remember + full infinitive = remember something before doing it
Did you remember to lock the door before you left?
forget + -ing form = forget something that has already happened
I'll never forget visiting the White House.
forget + full infinitive = forget something you are supposed to do
Steve forgot to tell you that he was going away for the weekend.
regret + -ing form = regret something that has already happened
Chelsea regretted talking to her sister like that.
regret + full infinitive = be sorry to do something
We regret to inform you that there are no more tickets for tonight's match.
stop + -ing form = terminate an action and no longer do it after that time
Stop making up excuses all the time.
stop + full infinitive = pause temporarily in order to do something else
I was writing a letter, but I stopped to answer the phone.
go on + -ing form = continue an activity without stopping
He was so fascinated by the book that he went on reading it for hours.
go on + full infinitive = do something after completing something else
When she finished school, she went on to study Medicine.

mean + full infinitive = intend to do something
I meant to tell you about it, but I forgot.

mean + -ing form = involve, or result in something
Pursuing a university degree means studying long hours.

need + full infinitive = be necessary
You need to start thinking about your career.

need + -ing form = used when something has to be done
The house needs painting, but we cannot afford it at the moment.

prefer + -ing form = used for general preference
I prefer swimming to playing football.

prefer + full infinitive = used for specific preference
I prefer to study tonight rather than study tomorrow.

see, hear, smell, feel, notice, watch, observe, listen to, etc. + -ing form = for actions which are incomplete or still in progress
I was walking past a restaurant when I saw him eating inside. (I witnessed a part of the action.)

see, hear, feel, notice, watch, observe, listen to, etc. + bare infinitive = for complete actions
I saw him eat three pieces of chocolate cake. (I witnessed the whole action, from the beginning to the end.)

Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.
Irina said, 'Tina is on the phone.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.
Irina said that Tina was on the phone.

- We use **say** when there is no indirect object.
  'I can't fix the car,' he said.
  ***He said** that he couldn't fix the car.*
- We use **tell** when there is an indirect object.
  'I'll be late, Tom,' she said.
  ***She told Tom** she would be late.*

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb **come** changes to **go**.
  *'**I** like **your** new bike,' said Ian.*
  *Ian said that **he** liked **my** new bike.*
- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple → Past Simple
Karen said, 'I want to buy a new car.'
Karen said (that) she wanted to buy a new car.

Present Progressive → Past Progressive
Alan said, 'I'm having a shower.'
Alan said he was having a shower.

Past Simple → Past Perfect Simple
Lars said, 'I saw a bear behind the tree.'
Lars said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple
Tim said, 'I've seen this painting before.'
Tim said he had seen that painting before.

Present Perfect Progressive → Past Perfect Progressive
Andy said, 'I've been waiting for an hour.'
Andy said he had been waiting for an hour.

will → would
Dan said, 'I'll call you later.'
Dan said he would call me later.

can → could
Mina said, 'I can show you the way.'
Mina said she could show me the way.

Conditional Sentences Type 1 → Conditional Sentences Type 2
Diane said, 'If we take a taxi, we'll get there quicker.'
Diane said if they took a taxi, they would get there quicker.

may → might
Paula said, 'I may go to Brazil.'
Paula said she might go to Brazil.

must → had to
Jim said, 'You must work hard.'
Jim said I had to work hard.

now → then
Mandy said, 'I'll talk to him now!'
Mandy said she would talk to him then.

today, tonight → that day, that night
Tom said, 'We're meeting Tim today.'
Tom said they were meeting Tim that day.

yesterday → the previous day / the day before
Danny said, 'I visited my lawyer yesterday.'
Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.
Mark said, 'I haven't eaten anything since this morning.'
Mark said he hadn't eaten anything since that morning.

here → there
Eric said, 'I saw it here.'
Eric said he had seen it there.

tomorrow → the next day / the following day
Sally said, 'I'm flying to Paris tomorrow.'
Sally said she was flying to Paris the following day.

ago → before
Ben said, 'I bought this car two days ago.'
Ben said he had bought that car two days before.

last week/month, etc. → the previous week/month, etc. / the week/month, etc. before
Dave said, 'I called Mandy last week.'
Dave said that he had called Mandy the previous week.

next week / month, etc. → the following week/ month, etc.
Gary said, 'I'll return the book next week.'
Gary said he would return the book the following week.

- These changes are not made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
  'I enjoy cooking,' Simon said.
  Simon said (that) he enjoys cooking.
  'I will move to Dublin next year,' Eric says.
  Eric says he will move to Dublin next year.
- The Past Perfect and the verbs **could**, **might**, **should**, **ought to**, **had better**, **mustn't**, **would** and **used to** do not change in Reported Speech.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.
- Past tenses in time clauses do not change in Reported Speech.
  'I was speaking on the phone when the doorbell rang,' she said. → She said (that) she was speaking on the phone when the doorbell rang.
- Conditional Sentences Types 2 and 3 and sentences with *wish / if only* do not change in Reported Speech.

Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs ***ask***, ***wonder*** and the expression ***want to know***.
- The verbs in reported questions are in the affirmative form.
  'Why did you go to the doctor?' he asked.
  He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
  *'**Where** are you going?' she asked.*
  *She asked me **where** I was going.*
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.
  'Did you enjoy the concert?' he asked.
  *He asked me **if/whether** I had enjoyed the concert.*
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

Question tags are omitted in Reported Speech.
'They haven't arrived yet, have they?' he said. →
He asked if/whether they had arrived yet.

Reported Speech (Commands and Requests)

- We commonly use ***tell***, ***beg***, ***command***, ***advise***, ***warn*** or ***order*** when we report commands and ***ask*** when we report requests.
- The Imperative changes to **to** + **base form** or **not** + **to** + **base form**.
  'Sit down, Rex,' said Dan. → Dan told Rex to sit down.
  'Don't tell anyone, please,' Laura said. → Laura asked me not to tell anyone.

When the request is in question form, in Reported Speech it usually changes to *to + base form*.
'Will you lend me that book, please?' Kate asked me.
Kate asked me if/whether I would lend her that book.
Kate asked me to lend her that book.

Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- **verb + full infinitive** (agree, claim, decide, demand, hope, offer, promise, propose, refuse, threaten, volunteer, etc.)
  'I'll babysit for you,' said Patty.
  Patty offered to babysit for me.
- **verb + object + full infinitive** (advise, allow, ask, beg, command, encourage, forbid, instruct, invite, order, permit, persuade, remind, urge, warn, etc.)
  'You should take better care of yourself, Ivana,' said Gregg.
  Gregg advised Ivana to take better care of herself.
- **verb + -ing form** (accuse sb of, admit (to), advise against, apologise for, blame for, complain to sb about, confess to, deny, insist on, object to, recommend, regret, suggest, warn about/against, etc.)
  'George lied to me,' said Cynthia.
  Cynthia accused George of lying to her.
- **verb + that-clause** (add, admit, agree, announce, argue, claim, complain, confess, decide, demand, deny, exclaim, explain, inform sb, insist, promise, recommend, suggest, threaten, understand, warn, etc.)
  'You never listen to me,' he said.
  He complained that I never listened to him.

With certain verbs (suggest, demand, recommend, insist, etc.), we can also use the structures shown below to report orders, advice, suggestions and requests.

- (that) + subject + **should** (not) + base form
  Mr Davis recommended we should be there 20 minutes earlier.
- (that) + subject + (not) + base form (**present subjunctive**)
  Mr Davis recommended we be there 20 minutes earlier.
  (used in more formal situations)

Module 8

Modal verbs

Ability		
Modal verbs	**Use**	**Examples**
can	Ability in the present or future	*Can you drive?*
be able to	*Be able to* forms all tenses.	*Tom will be able to play tennis after he's had some lessons.*
could	**Could** expresses general ability in the past.	*George could swim, so he was able to save the boy from drowning.*
was/were able to	**Was/were able to** express ability in a particular situation in the past.	

Permission		
Modal verbs	**Use**	**Examples**
Can I...?	Informal ↓ Formal	*Mum, can I go out with my friends?*
Could I...?		*Could I borrow your car tonight?*
May I...?		*May I sit here?*
Might I...?		*Might I use your phone?*

Requests

Modal verbs	Use	Examples
can will	Informal	*Can you help me with the ironing?* *Will you please stop talking?*
could may would	Polite/Formal	*Could/May I have some coffee, please?* *Would you pass me the salt, please?*

Suggestions

Modal verbs	Use	Examples
can	Informal	*We can go to an Italian restaurant, if you like.*
shall could	Polite/ Formal	*Shall we go shopping on Saturday?* *We could go for a swim in the afternoon.*

Shall can be used with **I** or **we** to make polite suggestions or offers.
Shall I go to the supermarket for you?
Shall we get pizza for dinner?

Advice/Opinion

Modal verbs	Use	Examples
Present/Future		
should(n't) ought (not) to + present infinitive (simple or progressive)	• to ask for and give advice	*I think you ought to see a doctor.*
	• to say what is generally right or wrong	*You shouldn't be watching TV now; you should be studying.*
	• to make a suggestion	*You should really go to that new restaurant. It's great!*
	• to express mild obligation	*You should post these letters today.*
had better (not) + bare infinitive	to give strong advice; it often expresses a threat or warning and is stronger than *should/ought to*	*You'd better not argue with him.* *He'd better study harder if he wants to pass the exam.*
Past		
should(n't) ought (not) to + perfect infinitive (simple or progressive)	to express regret or criticism about an action or sb's behaviour	*I shouldn't have lied to my parents.* *They ought to have informed us earlier.*

Obligation/Necessity

Modal verbs	Use	Examples
Present/Future		
must	• Internal obligation: the speaker feels that he or sb else is obliged to do sth	*I must repair the roof before winter comes.* *You must get up early tomorrow.*
	• With instructions	*For the machine to work, the lid must remain closed.*
have (got) to	External obligation: it comes from external factors, not from the speaker's opinion or feelings	*Policemen have to wear a uniform. (regulation)* *I have to see my dentist tomorrow. (I have an appointment.)*
need + • noun • -ing form • full infinitive • bare infinitive	Necessity	*She needs a new pair of gloves.* *This room needs painting.* *Do I need to take an umbrella?* *Need I take an umbrella?*
Past		
had to	Obligation	*When I was at school, I had to wake up at 7 o'clock every morning.*
needed to	Necessity	*We needed to buy some more vegetables, so we went to the supermarket.*

Prohibition

Modal verbs	Use	Examples
mustn't can't	Prohibition in the present/ future	*You mustn't enter this room.* *We can't use this equipment.*

Absence of obligation/necessity

Modal verbs	Use	Examples
Present/Future		
don't have to don't need to needn't	Factual absence of obligation/ necessity	*You don't have/need to be a professional photographer to take a good picture with this camera.*
	Absence of obligation/ necessity is the speaker's decision	*I don't have/need to cook dinner tonight; we are going to a restaurant.* *You needn't take your jacket. It isn't cold.*

Past			
didn't have to / didn't need to + base form		Sth was not necessary, and may or may not have been done.	*I didn't have/need to pick up the kids from school.*
needn't + perfect infinitive		Sth was not necessary but it was done.	*You needn't have bought any magazines; I've got plenty.*

For sth that was unnecessary and was **not** done, we must use **didn't have/need to**.
They didn't have/need to pay anything extra for the tour, so they spent more money on souvenirs.
~~*They needn't have paid anything extra for the tour, so they spent more money on souvenirs.*~~

Certainty		
Modal verbs	**Use**	**Examples**
will	when we are sure about sth	*Ask George. He will know what to do.*

Probability		
Modal verbs	**Use**	**Examples**
Present/Future		
should(n't) / ought (not) to + present infinitive (simple or progressive)	used to say that you expect sth to happen or to be true	*There are plenty of flats available for rent in town. It should/ought to be easy enough to find a place to live.*
Past		
should(n't) / ought (not) to + perfect infinitive (simple or progressive)	sth was expected to happen, but either didn't happen or it is not certain if it happened	*She has been working very efficiently lately; she should/ought to have been promoted.*

Possibility		
Modal verbs	**Use**	**Examples**
Present/Future		
may / might / could + present infinitive (simple or progressive)	• **Might** is used to express slighter possibility than **may**. • In negative sentences only **may not / might not** can be used to express possibility, not **could not**.	*Tina may/could/might be at the office now.* *George may/might/could be working late tonight.* *We may/might not go to the meeting tonight.*

Can is used when sth is only sometimes possible.
My brother can be very rude sometimes.

Past		
may / might / could + perfect infinitive (simple or progressive)	Perhaps sth happened but we are not sure. • In negative sentences only **may not / might not** can be used to express possibility in the past, not **could not**.	*Mary can't find her umbrella. She may have left it in the classroom.* *I'm surprised to hear that Jim was not at the barbecue. He might not have known about it.*
could + perfect infinitive	To express unfulfilled possibility (it was possible sth would happen, but it eventually didn't).	*Be careful! You could have crashed into that tree!*

Could and **might** are often used to express criticism or irritation. In these cases, intonation is important.
You could help me with the preparations, you know.
You could have at least called me!

Deduction		
Modal verbs	**Use**	**Examples**
Present/Future		
must + present infinitive (simple or progressive)	Positive deduction: we are fairly sure that sth is true	*John must be at the dentist's; he was complaining about a toothache.*
can't + present infinitive (simple or progressive)	Negative deduction: we are almost certain that sth is not true	*The 6:30 train to Liverpool can't be leaving yet; it's only 6:10.*
Past		
must + perfect infinitive (simple or progressive)	Positive deduction: we are almost sure that sth happened	*I can't find my glasses; I must have left them at the office.*
can't / couldn't + perfect infinitive (simple or progressive)	Negative deduction: we are almost sure that sth didn't happen	*He can't/couldn't have been working yesterday; it was Sunday.*

Alternatives to Modal Verbs

Obligation/Necessity
be supposed to feel/be obliged to be required to have an obligation to be under an/no obligation to be compulsory/mandatory/obligatory there's no need to
Prohibition
be forbidden to be prohibited from not be permitted/allowed to
Degree of Probability
it looks as if there's a slight/slim/good/fair chance chances are (that) it is doubtful if/whether it's a foregone conclusion in all likelihood/probability
Advice/Opinion
be advisable to may/might as well

Emphatic forms

Statements to emphasise a part of the sentence

- **It is/was + emphasised word/phrase + that/who(m)/which/when/where...**
  Kate gave Sally flowers for her graduation last week. →
  *– It was **Kate** who gave Sally flowers for her graduation last week.*
  *– It was **flowers** that Kate gave Sally for her graduation last week.*
  *– It was **Sally** who Kate gave flowers to for her graduation last week.*
  *– It was **for her graduation** that Kate gave Sally flowers last week.*
  *– It was **last week** when Kate gave Sally flowers for her graduation.*
- **What-clause + is/was + emphasised word/phrase**
  The good service attracts customers.
  *What attracts customers is **the good service**.*
  (or The good service is what attracts customers.)
- **The person/people who...**
  The thing which/that...
  The place where...
  The first/last time that...
  The day when...
  The reason why...
  + is/was + emphasised word/phrase
  My older brother won first prize in the competition.
  *The person who won first prize in the competition is **my older brother**.*
  (or My older brother is the person who won first prize in the competition.)
- **Subject + do/does/did + base form of verb** in the Present Simple, the Past Simple and the Imperative.
  *She eats cereal every morning. → She **does eat** cereal every morning.*
  *They opened their own business eventually. → They **did open** their own business eventually.*
  *Come with us tonight!. → **Do come** with us tonight!*

Statements to emphasise a whole sentence

- **What-clause + do/does/did + is/was + emphasised information**
  You should speak to the manager about it. →
  What you should do is (to) speak to the manager about it.
- **What happens is / What happened was + emphasised information**
  We made a wrong turn and got lost. →
  What happened was (that) we made a wrong turn and got lost.

We can sometimes replace **what** with **all** with a slight difference in meaning.
She wanted to have a place of her own. →
What she wanted was to have a place of her own. (= The thing that...)
All she wanted was to have a place of her own. (= The only thing that...)

Questions to emphasise a part of the sentence

- **Is/Was it + emphasised word/phrase + that/who(m)/which/when/where...?**
  *Is your car parked outside? → Is it **your car** that is parked outside?*
  *Are you going to invite Angela? → Is it **Angela** that/who(m) you are going to invite?*
- **Question word including the word *ever*...?** to express anger, admiration, concern, etc.
  *What happened to them? They're late. → **Whatever** happened to them? They're late.*
  *Where are you going wearing that hat? → **Wherever** are you going wearing that hat?*
- **Question word + is/was it that + subject + verb...?**
  *Why are you so absent-minded? → **Why is it that** you are so absent-minded?*
  *Who told you about my promotion? → **Who was it that** told you about my promotion?*

Module 9

Unreal Past

wish / if only

Present or Future Reference

Sometimes we use the Past Simple when referring to the present or future. This is called Unreal Past.

- We use **wish / if only + Past Simple** to make a wish about a present or future situation which we would like to be different.
  I wish you didn't have to go tomorrow. (=But you have to.)
  I wish I had a bigger house. (=But I don't.)
- We use **wish / if only + could + base form** to express regret about something we cannot do at present.
  I wish I could speak Italian.
  I wish I could come with you on Friday.
- We use **wish / if only + would + base form** to express annoyance, irritation, dissatisfaction, and to make a wish concerning a present situation that is unlikely to change (the subject of *would* must be different from that of *wish*).
  I wish / If only you would stop shouting!
  I wish the days would go by more quickly!

Past Reference

- We use **wish / if only + Past Perfect Simple / modal perfect** to express regret about something that happened or didn't happen in the past.
  I wish I had taken a torch with me. I can't see a thing.
  Jack wishes he could have been there when his family needed him.

would rather/sooner - would prefer

Present or Future Reference

- We use **would rather/sooner + Past Simple** to say that we would prefer somebody to do or not do something (the subject of *would rather/sooner* must be different from the subject of the main verb).
  I'd rather you didn't use my phone.
  I'd sooner we left earlier.
- **would prefer it if + Past Simple**
  I'd prefer it if you came earlier to help me prepare dinner.

Past Reference

- We use **would rather/sooner + Past Perfect Simple** for unreal situations in the past (the subject of *would rather/sooner* must be different from the subject of the main verb).
  I'd rather you had informed me earlier.
  He'd sooner she hadn't spent so much money on clothes.
- **would have preferred it if + Past Perfect Simple**
  John would have preferred it if he had told us the news himself.

- When the subject of **would rather** is the same as the subject of the main verb, the following forms are used:
  would rather (not) + present bare infinitive (present/future reference)
  She'd rather (not) stay at home tonight.
  would rather (not) + perfect bare infinitive (past reference)
  I'd rather (not) have travelled to Egypt last winter.
- To express preference in a particular situation, we can also use:
  would prefer + present full infinitive (present/future reference)
  I'd prefer to go bowling rather than stay at home.
  would prefer + perfect full infinitive (past reference)
  He'd prefer to have driven to Bristol. The flight was awful.

it's time – as if/though

Present or Future Reference

- We use **it's (high/about) time + Past Simple** to complain, criticise or express what we think should happen soon or should have already happened.
  It's time you went to bed.
- We use **as if / as though + Past Simple** for unlikely situations.
  He speaks as if he were an expert. (He is not.)

When sth is likely, we use a present tense after *as if/though*.
He speaks as if he is an expert. (He may be.)

Past Reference

- We use **as if / as though + Past Perfect Simple** for unreal situations in the past.
  He talked to us as if he had known us for years.

- In the Unreal Past we usually use **were** instead of **was**.
- **If only** is more emphatic than **wish**.
- **It's about/high time** are more emphatic than **it's time**.
- It's possible to put the subject between *if* and *only* to add emphasis.
  If only people cared more about the environment! →
  If people only cared more about the environment!

Causative Form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.
We painted the house last month. (We did it ourselves.)
We had/got the house painted last month. (A painter did it.)
They had their house broken into last week. (Someone broke into their house.)

The **causative form** is formed as follows:
subject + have / get + object + past participle

Present Simple	*I have my car fixed.*
Present Progressive	*I'm having my car fixed.*
Past Simple	*I had my car fixed.*
Past Progressive	*I was having my car fixed.*
Future *will*	*I'll have my car fixed.*
Present Perfect Simple	*I've had my car fixed.*
Past Perfect Simple	*I had had my car fixed.*
Modal Verbs	*I must have my car fixed.*
Future *going to*	*I'm going to have my car fixed.*
Imperative	*Have my car fixed.*
Present Infinitive	*I managed to have my car fixed.*
-ing form	*I remember having my car fixed.*

- The question and negative forms of the Present Simple and the Past Simple are formed with the auxiliaries **do / does** and **did**.
  How often do you have your hair cut?
  Sue didn't have her hair cut yesterday.
- In informal contexts we can use **get** instead of **have**.
  I must get the TV set repaired.
- If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.
  She always has her hair dyed by a hairdresser.
- **get sb to do sth** = to persuade sb to do sth
  I got Ted to install the air-conditioner.
- **have sb do sth** = to make sb do sth or ask sb to do sth
  I had Ted install the air-conditioner.
- **won't have sb doing sth** = won't allow sb to do sth
  I won't have you sitting around doing nothing all day long!

Module 10

Clauses of Reason

Reason is expressed with the following structures:

- **because + clause**
  because of + noun/-ing form
  She couldn't get to work on time because the traffic was heavy.
  She couldn't get to work on time because of the heavy traffic.

- **as/since + clause** (usually at the beginning of a sentence)
  As/Since the weather was fine, we decided to go for a swim.
- **due to / owing to / on account of + noun/-ing form**
  due to / owing to / on account of + the fact + that-clause
  Due to a heavy snowstorm, all flights were cancelled yesterday.
  Mr Spencer will be away today owing to the fact that he is ill.
  Honey is used in this recipe on account of its healing properties.
- **on the grounds of + noun**
  on the grounds that + clause
  They rejected my application, on the grounds that I didn't have enough experience.
- **seeing (that) / seeing as (how) + clause**
  Seeing that it's raining, we'll stay at home.

- When a clause of reason comes before the main clause, they are separated by a **comma**.
  Since you don't trust him, don't tell him anything.
  Don't tell him anything since you don't trust him.
- **Owing to**, **due to** and **on account of** are more formal than **because of**.

Clauses of Purpose

Purpose is expressed with the following structures:

- **to / so as (not) to / in order (not) to + base form**
  We are saving money to / so as to / in order to buy a new car.
  The burglar wore gloves so as not to leave any fingerprints.
- **for + noun** (to express a person's intentions)
  for + -ing form (to express the purpose or function of an item)
  He went to the bakery for a loaf of bread.
  I use the electric knife for cutting meat.
- **so that + subject + can / may / will (not)** (present/future time reference)
  You should work hard now so that you can take some time off in the summer.
- **so that + subject + could / might / would (not)** (past time reference)
  Henry took his car to the garage so that the mechanic could take a look at it.
- **in case + Present Simple or Past Simple**
  I'll take an umbrella in case it rains.
  He gave me his telephone number in case I wanted to call him.
- **with a view to / with the aim of + -ing form** (formal structure)
  He took evening courses in Marketing with the aim of getting more qualifications.
- **for fear (that) + subject + might/would** (negative purpose)
  for fear of + noun/-ing form
  He fled his country for fear he might be arrested.
  He fled his country for fear of being arrested.

- We use **in order to** when the subject of the verb and the infinitive is the same.
  We can use **in order for sb/sth to** when the subject of the verb and the infinitive is different.
  We booked early in order to get better prices.
  In order for things to get better, you need to seek professional help.

Clauses of Result

Clauses of result express a deduction or the result of an action and are expressed with the following structures:

- **so + adjective/adverb + (that)**
  That Maths problem was so difficult that I couldn't solve it.
  They shouted so loudly that everybody heard them.
- **so + much/many/little/few + noun + (that)**
  I've heard this song so many times that I know it by heart now.
- **so + adjective + a/an + noun + (that)**
  It was so boring a documentary that I fell asleep.
- **such + a/an + (adjective) + singular countable noun + (that)**
  It was such a beautiful day that we decided to go for a picnic.
- **such + (adjective) + uncountable / plural countable noun + (that)**
  She was wearing such strange clothes that everyone was looking at her.
- **such + a lot of + noun + (that)**
  I've put on such a lot of weight that I don't fit into my clothes anymore.
- **(and) so / (and) therefore**
  He had the qualifications required, so he got the job.
- **too + adjective or adverb (+ for sb) + full infinitive**
  This dress is too expensive for me to buy.
- **(not) adjective or adverb + enough (+for sb) + full infinitive**
  This dress isn't big enough for me to wear.

- To make the sentence more emphatic, we can use **inversion** with **so** and **such**.
  So bad was the documentary that we stopped watching it after 20 minutes.
  Such was the young boy's excitement that he jumped up and down.

Clauses of Concession

Clauses of Concession express contrast, opposition or unexpected results and are introduced by the following structures:

- **although / even though + subject + verb**
  Although / Even though he was starving, he didn't take any of the food they offered him.
- **in spite of / despite + noun/-ing form/what...**
  Despite the heavy rain, it was very hot.
  In spite of feeling afraid, Jim went on the roller coaster.
  Despite what you may think, that's not the case.
- **in spite of / despite + the fact + that-clause**
  He went jogging in spite of/despite the fact that he had a terrible headache.

- **however / no matter how + adjective/adverb + subject + verb**
  However hard she tries, she never manages to finish her work on time.
  (She tries hard. However, she never manages to finish her work on time.)
- **whatever / no matter what + clause**
  Nobody believes him anymore, no matter what he says.
- **adjective/adverb + as/though + subject + verb**
  (*be, become, seem, appear, feel, sound, etc.*) (very emphatic, very formal)
  Tired though/as she was, she offered to help us.
  (Although she was tired, she offered to help us.)
  This emphatic structure can also be used with *may*.
  Strange as it may seem, we had a good time on the business trip.
  (Although it may seem strange, we had a good time on the business trip.)
- **but/while/whereas + subject + verb**
  I like travelling by plane, while/whereas my husband doesn't.
- **still / yet / however / nevertheless / nonetheless + subject + verb**
  Mandy has been a teacher for a very short time, yet the children adore her.

- When a clause of concession comes before the main clause, they are separated by a **comma**.
  Although the soup was cold, he ate it.
  He ate the soup although it was cold.
- **Though** is used in spoken English and it can be placed at the beginning of the sentence, meaning *although*, or at the end of the sentence, meaning *however*.
  Though she's feeling ill, she still wants to go to school.
  I believe he works in sales. I'm not sure, though.
- With **though** and **although**, the subject + the verb *to be* can be omitted.
  Although small, the flat fits us perfectly. (Although it is small...)

Inversion

When some words or expressions (usually with a negative or a restrictive meaning) are at the beginning of a sentence, the sentence is formed like a question (the auxiliary is placed before the subject). This is called inversion and is used for emphasis.

Words and expressions	Examples
Never (before)	*Never in my life had I felt so embarrassed.*
Rarely	*Rarely does he use his credit card.*
Seldom	
Barely	*No sooner had I told him the news than everybody in the village knew it!*
Scarcely... when	
Hardly ever...	*Only when you see her will you realise how much she has changed.*
Hardly... when	
No sooner... than	*Only in an emergency should you dial 999.*
Only (after/when/if/then / once)	*Not only did I lock the door, but I also secured the windows.*
Not only... but also	
Not (even) once	*Not even once did she look in this direction.*
Not until	*Not until I saw him in person did I realise how tall he was.*
Not often	
On no account	*In no way is he to blame for what happened.*
Under no circumstances	
By no means	*Under no circumstances should you go back into a burning building.*
In no way	
At no time	*Little did he know that a surprise awaited him.*
Nowhere	
Little	

Inversion is also used:

- after *so, as, neither* and *nor* to agree with affirmative or negative statements.
  Julie speaks French and so do her parents. (Her parents do, too.)
  I always arrive on time, as do most of my colleagues.
  I don't like baseball. Neither/Nor does my brother. (My brother doesn't either.)
- in Conditional Sentences when **if** is omitted.
  Should you meet John, tell him I said 'hi'.

IRREGULAR VERBS

Base form	Past Simple	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fitted/fit	fitted/fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecasted/forecast	forecasted/forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten/got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneeled/knelt	kneeled/knelt
knit	knitted/knit	knitted/knit
know	knew	known
lead	led	led
lean	leaned/leant	leaned/leant
leap	leaped/leapt	leaped/leapt
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant

Base form	Past Simple	Past Participle
meet	met	met
mow	mowed	mowed/mown
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed/sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shined/shone	shined/shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
sow	sowed	sowed/sown
speak	spoke	spoken
speed	sped	sped
spell	spelled/spelt	spelled/spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin	spun	spun
split	split	split
spoil	spoiled/spoilt	spoiled/spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
strive	strove	striven
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	weaved/wove	weaved/woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

TIP 1 Multiple choice

- Before reading the questions, read the title and skim through the text. This will help you understand its general meaning, the writer's intention, and what each paragraph is about.
- Read the questions (or incomplete statements) focusing on the stem (not the options). Locate the sections in the text where the answers can be found and underline them.
- Before reading the options given, try to answer the questions on your own. This way you won't be influenced by the incorrect options.
- Look at the options available and choose the one which is closest to your answer. Then carefully check it against the evidence in the text. The correct option will always answer the question accurately and reflect the meaning of the text, but not necessarily in the same words or phrasing. Focus on what the text says; do not base your answers on personal opinion or general knowledge.
- Make sure you have chosen the correct option by looking at the other options, checking them against the evidence in the text and deciding why they are wrong. Be careful, as wrong options are often written in such a way that they appear to be correct.

  Avoid options which:
  - sound logical, but are not mentioned anywhere in the text.
  - express views which are similar to those in the text, but not exactly the same.
  - include a word/phrase from the text but do not mean the same thing.
  - overgeneralise using words like *always, never, all, every,* etc.
- If you are not sure of the answer to a question, try to rule out incorrect options and choose from the options that seem correct.

TIP 2 Guessing the meaning of unknown words

When trying to guess the meaning of an unknown word, always look for clues in the context (the words before and after it, as well as the previous and following sentences). Also, look for clues in the word itself. See if it is similar to any other words you know and try to analyse its parts – root, ending, prefix, suffix. Then try to determine:

- what part of speech it is (verb, noun, adjective, etc.).
- if it has a positive, negative or neutral meaning.
- what general topic it is related to.
- what it means approximately.

TIP 3 Reconstructing a gapped text

- Read the rubric and the title of the text carefully, as they give you a general idea of what the text is about.
- Skim through the text once to understand its gist and to get an idea of how the theme or argument of the text develops.
- Quickly read through the paragraphs which have been removed. Try to find the main point of each and decide in which order they might appear in the text.
- Read the parts of the text before and after each gap carefully and decide what the missing paragraph is about. Note that sometimes the clue might not be immediately before or after the gap, so it is a good idea to read the entire paragraph.
- When choosing an option, read every paragraph that has been removed again, paying attention to:
  - the ideas expressed.
  - the vocabulary used.
  - sentence linkers (e.g. *in addition, however, afterwards, therefore,* etc.).
  - reference items – words like *he, it, they, them, this, there, one,* etc. which refer to other words or phrases mentioned earlier in the text. Identifying what these words refer to will help you reconstruct the gapped text.
- Always check that the option you have chosen makes sense in the text. Remember that the missing paragraph must express an idea which is logically related to the paragraphs before and after it, as well as fit the structure of the text.

TIP 4 Multiple choice

When answering questions which focus on global understanding, you need to concentrate on the text as a whole to get a general understanding. Read all the options carefully to see which one best agrees with the text as a whole. Be careful with options which refer only to a part of the text or include some words/phrases from the text but do not describe it globally. If necessary, read the text again quickly to confirm your answer after you have finished with the rest of the questions.

TIP 5 Multiple matching

- Before reading the questions, read the instructions and the title. Then skim through the sections of the text to understand the gist of each.
- Read the questions and underline the key words in each. This will help you focus when looking for specific information in the text and will help you disregard irrelevant information.
- Scan each section of the text and link the questions to areas which contain the ideas expressed in the questions. You can underline these areas and/or mark the question number next to them.
- You will often find that an idea is present in more than one section. Before choosing an answer, read closely and look for the section which accurately answers the question in terms of meaning.
- Do not choose a section just because the vocabulary or phrasing in the question is the same as that of the text. What you need to find is more likely to be a paraphrase of the key words.
- Sometimes you will find that a question consists of two parts. Make sure that the section you choose answers the question fully, and not just one part of it. Remember that your choice will be correct only if the whole idea of the question is expressed clearly in it – although usually not in the same words.

TIP 6 Cross-text multiple matching

- Read the rubric and the four texts to get an idea of the main point in each, as well as each writer's attitude towards the topic being discussed.
- As you read, it is a good idea to underline the sections where an opinion/attitude is being expressed, as you will be asked to identify and compare them.
- Look at each question carefully and underline the key words. Find the opinion being tested and compare it to the opinions expressed by the other writers in order to identify agreement or disagreement.

TIP 1 Multiple choice

Before listening

- Always read the introductory sentence and try to understand the situation. Ask yourself: Who is speaking? Where are they? What is the context? What are they talking about? This will help you make predictions about what you are going to hear.
- Read through the questions paying attention to the focus of each question (Is it asking about purpose, opinion, fact?). You can also underline key words. This will help you understand what information to listen for.

The first time you listen

- Listen to the whole extract carefully to understand its general meaning. Keep the questions in mind, but do not select an answer before the recording finishes.
- Do not assume an answer choice is correct simply because it contains a word/phrase heard on the recording. Focus on what the recording says; do not base your answers on personal opinion or general knowledge. Avoid options which appear to be correct, but which do not answer the question.

The second time you listen

- Listen to the recording again to confirm your answers. Always look at the options you didn't choose and decide why they are wrong.
- If you are not sure of the answer to a question, try to rule out incorrect options and choose from the options that seem correct.

TIP 2 Multiple choice

Before listening

- Read the questions and answer choices and try to predict the content of the radio programme.

While listening

- Listen carefully to the introduction of the programme as this will help you understand which topic is being discussed and will activate any background knowledge you already have.
- Keep the questions in mind and make notes. This will help you remember information from the segment. It is advisable to use abbreviations instead of writing out full words.

Choosing answer choices

- Keep the question in mind when looking at the answer choices and choose an option with the help of your notes.
- Remember only one answer choice is correct. The other choices may/will be misleading, as they may repeat words or phrases from the segment, though they do not answer the question.

TIP 3 Multiple matching

- **Before listening**, read the rubric and the options for both tasks carefully. Keep the topic in mind and try to predict what kinds of attitudes, ideas and opinions the speakers will express.
- You will hear the recording twice. You can do each task separately (Task One during the first listening and Task Two during the second), or do both tasks simultaneously and use the second time as an opportunity to check your answers. Remember that one mistake can affect the rest of your answers.
- **While listening**, don't try to understand every detail and don't get distracted if you don't understand every word. Focus on understanding the gist of each extract: the speaker's main point, attitude, feeling or opinion.
- Avoid selecting an answer because you hear the same words that you see in it. This is possibly a distraction. Only one answer is correct for each speaker, but many other options might express similar notions.
- Keep the rubric for each task in mind, so that you know what type of information to listen for.
- Keep in mind that the answer to Task Two might come before the answer to Task One. Wait until the speaker has finished speaking to select an answer.

TIP 4 Sentence completion

- Always read the rubric and the incomplete sentences before listening. Think about what type of information is missing, so that you know what to listen for.
- Try to predict what type of words are missing (singular/plural noun, adjective, etc.). Remember you will need to write a word or a short phrase of up to three words.
- You will not need to paraphrase the information you hear, so make sure your answer is exactly what is heard on the recording.
- Check your answers by reading the entire sentence and seeing if it makes sense both logically and grammatically.

TIP 5 Choosing an option that reflects the meaning of a conversation

- **Before listening**, always read the answer choices to understand the context.
- **While listening** to the conversation, which is between two speakers, consider the following before choosing an answer:
  - What is the relationship between the speakers?
  - What is the topic of the conversation?
  - Where is it taking place?
  - What is the time reference (past, present, future)?
  - Why are they saying this?
- Be aware of colloquial expressions, functional language and question forms. Familiarise yourself with functions such as refusals, apologies, invitations, etc.
- Try to understand what the speaker's purpose for saying something is. Quite often you will have to infer what the speaker means.
- Pay careful attention to the speakers' tone of voice; it may reveal how they feel or give you information about the meaning of a phrase. Pay attention to features which help make spoken language sound natural: intonation and stress, connected or reduced forms, as well as words or phrases that have been deliberately left out.
- When choosing an option, try to identify the words/phrases that might mislead you.
- Don't work on a question when the next dialogue is being spoken.

TIP 6 Choosing the appropriate response to a question/statement

- Keep the question/statement in mind when looking at the answer choices.
- Only one answer choice is correct. The other two may be misleading, as they may repeat a word/phrase from the question/statement, though they are not a suitable answer.
- Keep in mind that the answer may use a different grammatical structure and different vocabulary. Familiarisation with a range of grammatical structures and vocabulary will facilitate choosing the best answer.
- Don't work on a question/statement when the next one is being spoken.

TIP 7 Multiple choice

- **Before listening,** read the rubric, the questions/statements and the options to get an idea of the topic and the speakers.
- Underline key words in the questions/statements to help you focus.
- **The first time you listen,** listen carefully, concentrating on what each speaker is saying. Try to identify their opinions and attitudes, which can be either clearly stated or implied.
- Choose your answers. Keep in mind that the correct option will always answer the question accurately and reflect the meaning of what the speaker said, not necessarily in the same words or with the same phrasing.
- **The second time you listen,** confirm your answers or finalise any answer you are unsure of.

TIP 1 Short interview

- Make sure you understand the question. If you don't, ask for clarification or repetition.
- Don't give short answers. Develop your response providing additional information, reasons or examples to illustrate your point. Make sure you don't overdo it or stray from the topic.
- If you have no opinion, improvise so that you can give an answer.
- Use a range of grammatical structures. Also, make sure you use the appropriate tenses.
- Use a range of appropriate vocabulary. Don't panic if you are unable to remember a word; paraphrase and continue with what you want to say.
- Speak clearly, loudly and with confidence, paying attention to your pronunciation, which must be intelligible. Avoid speaking at a fast pace in an effort to imitate native speakers. It will only lead to mistakes.
- To sound more natural and coherent, use discourse markers and linking words/phrases. Also, try to show that you're talking with ease and with very little hesitation. If you need time to think, avoid long pauses; use expressions to gain time.

TIP 2 Structuring a long turn

- When you begin your short talk, you should introduce the topic. You can repeat the question that was asked and talk about it in general terms before moving on to the main part of your talk.
- Organise your thoughts and ideas in a logical way. Do not worry if you do not have knowledge on the topic and cannot provide factual information. Offer your personal opinion and provide examples and personal experiences to support your ideas.
- In order to show that you have the ability to speak fluently and coherently, use linking words/phrases to structure the beginning, the main part and the end of your talk. Linking words/phrases will help you move smoothly from one point to the other, give examples, add new information, etc.
- Use a wide range of vocabulary and grammatical structures to show that you have control of the language.

TIP 3 A two-way conversation involving pictures

- Remember to focus on the task, which does not just ask you to describe the pictures.
- Make sure you interact with one another, taking turns to speak.
- To show that you are able to manage a conversation:
  - show willingness to take turns and express your opinions.
  - be an active listener and respond to what the other speaker has said. You can use verbal cues such as *Uh-huh, Right, I see* or comment on a point made. Do not merely give your opinions one after the other. Make the conversation flow naturally.
  - encourage each other to speak. For example, when you make a point, invite the other speaker to comment on it, or ask for their opinion.
- Avoid:
  - dominating the conversation; try to achieve a balance.
  - interrupting impolitely or talking over one another. If you must interrupt, do so in a polite manner.

TIP 4 Comparing and contrasting pictures

- Do not merely describe the pictures; compare them, speculate and express your opinion, making sure you answer the questions asked.
- Try to organise your thoughts and ideas. Use appropriate vocabulary for the specific topic. Avoid long pauses and don't worry if you can't think of a specific word; you can always describe what you mean with other words. If you realise you have made a mistake, try to correct yourself or rephrase what you were saying.
- Always pay attention to what your partner is saying, but avoid interrupting one another.

TIP 5 Reaching a decision

- First, talk about the pictures, keeping the task in mind. You can talk about some pictures together rather than one by one if it suits the task. Make sure you do not stray from the topic. Look at the title above the pictures, which gives information about the topic and the audience.
- Try to reach a decision that you have negotiated with your partner. Don't worry if you disagree. There are no right or wrong answers, but you must make sure that you give reasons for your answers.
- Use phrases to initiate the discussion, to express agreement and/or disagreement, as well as to conclude the discussion.

TIP 6 Summarising information

- Look at your information sheet with the descriptions of two options. There is a list of points, one of which is usually negative. In order to present them to your partner, do not just read them out. Expand the bullet points into full sentences using your own words as far as possible. Think of different ways you can paraphrase the information, as well as which points can be linked together to form a coherent presentation. You can write notes next to the points if you wish.
- Summarise the points on your information sheet to your partner and elaborate on some of them if possible.

Paraphrasing information

When you are required to paraphrase information, begin by examining the words/phrases. Remember that you can use one or a combination of the following techniques.

- use a synonymous word/phrase: *suitable – appropriate*
- use antonyms or opposite phrasing: *strong – weak*
- change from active to passive voice or vice versa: *We need bikes. – Bikes are needed.*
- rephrase through the use of derivatives or different parts of speech: *stress – stressful, suggestion – suggest*
- change the word order: *Spinning is a challenging workout. – Spinning is a workout that is challenging.*

TIP 7 Discussing and reaching a consensus

- Use your notes to compare and contrast the two options, discussing the pros and cons of each. Do not just list arguments in support of your option. Be an active listener and respond to what the other speaker is saying. Give your opinion about the other option as well as your own option. Also, try to present counter-arguments to support your option.
- Try to reach a joint decision about which of the two options you will both support, regardless of any disagreements you may have.

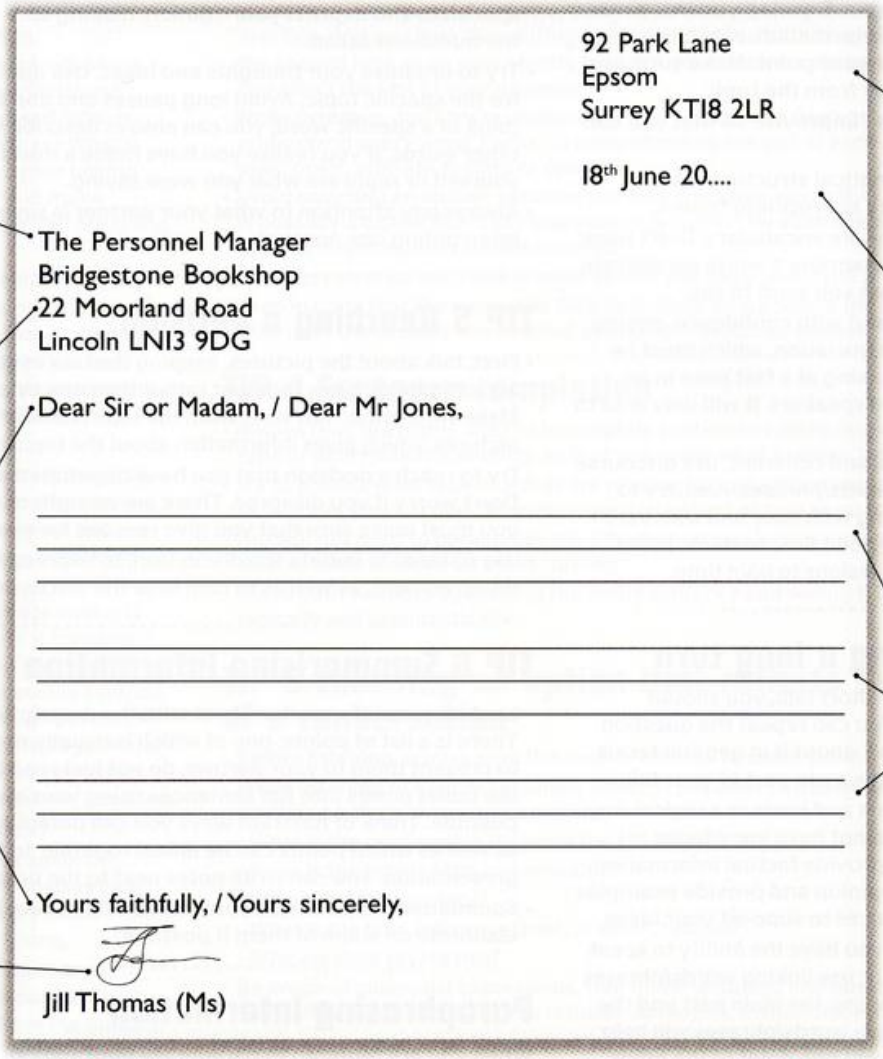
TIP 8 Justifying and convincing

In order to convince the person you are presenting the points/reasons to, you need to justify them. You do not need to have specific knowledge on the topic; in other words, facts and statistics are not required. In order to support the reasons, use common sense and state your arguments and opinion by using examples or by describing personal experiences.

WRITING REFERENCE

1b A covering letter

A covering letter is a formal letter of a business nature. Note the layout below:



Position of the person you are writing to and/or name of company (start one line below the date)

Address of the person or company you are writing to

Greeting: on the left-hand side of the page (leave a blank line before and after the greeting)

Signing off: on the left-hand side of the page, followed by a comma

Your signature and your full name clearly written underneath

Your address: on the right-hand side of the page (without your name)

Date: below the address (leave a blank line in between)

Paragraphing: you can indent or write in blocked paragraphs, leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.

In the CAE and CPE Examinations students are told to omit addresses.

TIP

Before writing a covering letter:

- read the writing task / advertisement carefully and identify the points you must deal with. Think about what to include in your letter and make notes. Check that you have dealt with all the points specified and that all your ideas are relevant to the task.
- organise your notes into paragraphs; group points which belong to a common theme together.

When writing a covering letter:

- use the appropriate layout, plan and set phrases (see next page).
- use formal language and avoid short forms and abbreviations.
- refer to the criteria in the advertisement, but also expand on the qualifications and skills required. You may highlight things that would be found in your CV which are relevant to the position. However, do not repeat the information that would be included in your CV.
- identify the qualities required for the position. Instead of simply listing them, justify the character traits with examples of how you have demonstrated these in a previous position or in everyday life.
- write in a confident manner, describing your positive qualities. Do not mention any negative qualities, failures or irrelevant details/information. Avoid cautious language such as *I think I might be able to...* or *Maybe I could....* Your aim is to show that you are dynamic.
- do not refer to skills you do not possess, exaggerate your accomplishments or write in an arrogant manner. On the other hand, it would also hurt your cause to downplay your achievements by using weak language. Instead, use a wide range of descriptive vocabulary.
- use advanced grammar structures and form complex sentences with linking words/phrases, relative clauses, etc. Avoid using the passive voice, which does not focus on the subject, which in this case is you. Use the active voice to create strong statements.
  ~~*In my previous job, seminars and conferences were organised (by me).*~~
  In my previous job, I organised seminars and conferences.
- try not to overuse the word 'I', especially at the beginning of sentences. Instead of writing *I needed to be extremely disciplined when I had to combine studying with working full time* you can write *Having to combine studying with working full time required me to be extremely disciplined.*
- always proofread what you have written for spelling, punctuation and grammar mistakes. A poorly written covering letter reflects negatively on your value as an applicant.

Plan

A covering letter

GREETING

Use a formal greeting.

- *Dear Sir/Madam,*
- *Dear Mr/Mrs/Miss/Ms + last name,*
- *Dear Sirs,*
- *To whom it may concern,*

OPENING PARAGRAPH

Use set phrases to:

- **state the position you are applying for.**
- **say where/when you saw the position advertised.**
- **outline your interest in the position.**
- *I am interested in applying for the job/position of...*
- *I am writing to express my interest in...*
- *I am writing to apply for the position of... as advertised in/on...*
- *I am writing with regard to / in connection with your advertisement in/on/about...*
- *I am interested in working as...*
- *I am excited about the possibility of joining your team.*

MAIN PART (2-3 paragraphs)

Describe the following if they are relevant to the position advertised. Include only important information, as the details are in your CV.

- **State your education, qualifications, training, experience, present/previous job, etc.**
- **State any personal qualities (e.g. *I am well-organised*) or interests that make you a more valuable candidate (e.g. *I coach a basketball team*).**
- **Explain why you think you are the ideal candidate.**
- **Explain the particular benefits that you will bring to the position.**

Use phrases like:

- *I have a degree/certificate in...*
- *I am certified...*
- *I recently graduated with/from...*
- *As an undergraduate / a postgraduate...*
- *I am currently/presently working / employed by / learning / attending...*
- *I have previous experience working for/at/in...*
- *This experience has enabled me to... / has given me the opportunity to...*
- *It was this experience/opportunity that inspired me to / provided me with...*
- *I am fluent in... / able to... / familiar with... / experienced in...*
- *I acquired valuable skills, such as...*
- *As my CV / curriculum vitae shows...*
- *As you will notice from my CV...*
- *As is evident from my CV...*
- *I consider myself to be well qualified for the job/position of...*
- *I believe these qualities/qualifications make me an ideal candidate for the job.*
- *I believe I have the necessary qualities and skills to successfully meet the demands of the position.*
- *I am intrigued by the possibility that I can contribute my experience to...*

CLOSING PARAGRAPH

Use set phrases to:

- **state that you hope your application will be reviewed and that you will be given the opportunity for an interview.**
- **state that you have attached/enclosed your CV.**
- **thank the contact.**
- *I hope my application will be taken into consideration.*
- *I look forward to hearing from you at your earliest convenience.*
- *I look forward to receiving a favourable reply.*
- *If you feel that my qualifications meet your requirements, please note that I am available for an interview at your convenience.*
- *I would appreciate the opportunity to meet with you to discuss how my skills and experience could meet your demands.*
- *I have attached/enclosed a copy of my CV for your consideration.*
- *Please contact me if you have any questions regarding my CV.*
- *Thank you for your time and consideration.*

SIGNING OFF

Use a formal signature ending and print your full name underneath.

- *Yours faithfully, (when you do not know the name of the person you are writing to)*
- *Yours sincerely, (when you know the name of the person you are writing to)*

In American English, *Yours truly* and *Yours sincerely* are commonly used in both cases.

WRITING REFERENCE

2b An essay based on prompts

Plan

An essay based on prompts

INTRODUCTION

Make a general statement to introduce the subject of your essay. Raise the issue in question and briefly signify its relevance.

MAIN PART (2 paragraphs)

- **Use a separate paragraph to discuss each of the two points you have chosen to develop. Provide reasons to support your argument(s).**
- **Incorporate the corresponding opinion(s) using your own words (optional).**
- **Use examples, where possible, to elaborate on, clarify or prove your point.**

CONCLUSION

- **State which measure/way/factor you prefer and justify your opinion.**

TIP

When an essay requires you to discuss an issue using prompts (a set of notes and some opinions), you should:

- read the writing task, notes and opinions carefully, and underline the key words. This will help you identify the issue to be discussed.
- decide which two notes you wish to discuss. Select the notes about which you have the most to say and determine how you can develop the ideas expressed in them to build a sound argument.
- identify the opinions that correspond to the notes you have chosen. The opinions may provide you with some insight into the issue and help you expand on the notes. If this is not the case, you do not need to incorporate the opinions into your essay. However, if you decide to do so, paraphrase the opinion(s) you decide to use.
- single out one of the measures/ways/factors/etc. and provide a justification for your choice. You may, if you wish, present a counter-argument for the one which you are not choosing, to make it easier for you to justify your choice.
- organise your essay in clearly defined paragraphs that serve a specific purpose.
- use linking words/phrases to help you connect your ideas and sentences and build a logical argument. Using linking words/phrases will make it easier for the person reading your essay to follow your train of thought.
- write in an impersonal way. Use generic pronouns such as 'one', 'you', 'we'. Avoid using 'I' too often. Use 'I' primarily in the last paragraph where you are singling out one of the options you have chosen and justifying your choice.
- use a neutral register which is appropriate for general texts. Do not use short forms, abbreviations or overly informal language.
- try to use a range of vocabulary and grammatical structures.

3b A review

TIP

When writing a review:

- use a short, catchy title in the form of an exciting phrase.
- try to write about an establishment/book/film/play that you are familiar with. This will enable you to create a more vivid description of it, which will help make your review more interesting.
- decide whether it will be positive, negative or balanced and which aspects you will refer to.
- remember to include all the necessary features such as: food, price, service, atmosphere, decor (for a restaurant/café) or plot and setting, characters/actors/protagonists and their performance/role (for a book/film/play). Also include other features that are worth mentioning, such as: size of portions, hygiene (for a restaurant/café) or length, style of writing (for a book) or soundtrack, visual effects (for a film/play).
- organise it into paragraphs which cover different aspects of what you are describing and provide examples where possible.
- talk about your experience and provide accurate details about what you are describing.
- ensure that you do not include too many details. For a book/film/play, mention only the main points of the plot and do not reveal the ending.
- focus on making any criticism constructive. When talking about an establishment, avoid targeting specific individuals and try to give a reason for a negative situation (e.g. *A shortage in staff led to delays in service, Service was slow as a result of the lunch-hour rush*).
- pay attention to tenses. For a restaurant/café, use the Present Simple for references concerning the fixed features of the establishment, such as decor, location, etc, and the Past Simple for comments that reflect your personal opinion/experience of aspects such as the food and service. For a book/film/play, use the Present Simple when describing the plot.
- use a variety of grammatical structures (rhetorical questions, exclamations, conditionals, passive voice, etc.) depending on the style and level of formality of your review. The level of formality may vary depending on the context. Factors such as the target reader and recipient of the review play an important role. A review may be chatty, descriptive and informal, or impersonal and formal.
- use a wide range of vocabulary (e.g. adjectives, phrases) to hold the reader's interest.

Plan

A review of an establishment (restaurant, café, etc.)

INTRODUCTION

- **Give some general information about the restaurant/café:**
  - **name**
  - **type of establishment**
  - **who owns it (family/national or global chain/ organisation)**
  - **location**
  - **which group it targets (teenagers, couples, families, etc.)**
- **Mention why you decided to visit this establishment.**

Use phrases and clauses such as:

- *A new restaurant/café opened its doors last month.*
- *This established restaurant/café has been around for ages / since...*
- *It is situated in the heart of (London) / in the shadow of (the Eiffel Tower) / in close proximity to (Central Park) / in the centre of (Madrid) / in a remote area...*
- *It is ideal/designed for families with children.*
- *I first heard of it from a close friend / on the radio...*
- *Having heard/read so much about it / so many rave reviews, I decided to pop in / reserve a table / pay this restaurant/café a visit and see for myself.*

MAIN PART (2-3 paragraphs)

- **Give a brief summary of various features of the establishment: style, size, location, atmosphere, setting, menu, food, standard of service, average cost of meal/beverages.**
- **Provide comments that elaborate on the features that you have mentioned and make special reference to details that are worth mentioning (e.g. signature dish, speciality, background music).**

Use phrases like:

- *The most outstanding feature of this place/the menu is...*
- *It is evident that the owner/manager/chef/waiters is/are interested in / pay(s) close attention to detail because...*
- *The cost of the meal was cheaper than expected / reasonably priced / not really good value for money / far too high...*
- *I can't help feeling that the chef does not pay attention to the quality of the ingredients he uses...*
- *I was impressed/disappointed/etc. by...*

CONCLUSION

- **Clearly state your overall impression making a brief reference to features that you have covered and wish to emphasise.**
- **Make a recommendation.**

Use phrases and clauses such as:

- *It's highly recommended because...*
- *Although the decor/atmosphere, etc. did not live up to my expectations, the food was...*
- *I was particularly happy/dissatisfied with the service/ food/variety on the menu, so....*
- *It is a good idea to avoid dining/going there during lunchtime as...*
- *It's sure to appeal to all pasta-lovers / vegetarians / coffee fans.*
- *You'll definitely need to book/reserve a table in advance / arrive early / dress smartly because...*
- *All in all, it was disappointing / nothing special / amazing / well worth visiting, so...*

Plan

A review of a book, film or play

INTRODUCTION

- **Give some general information about the book/ film/play:**
  - **title**
  - **type/genre of book/film/play**
  - **name of author/director/playwright**
  - **date of publication/release**
  - **who the main characters/protagonists are**
- **Mention why you decided to read this book, watch this film or see this play.**

Use phrases and clauses such as:

- *... is a bestseller / timeless classic / a box-office success.*
- *... is a historical novel / an autobiography / a crime novel / an adventure / a comedy / a thriller.*
- *It was written/directed/produced by...*
- *It was published/released in/on...*
- *It is based on...*
- *The main characters / cast consist(s) of...*
- *I first heard of it from a close friend / on the radio...*
- *Having heard/read so much about it / so many rave reviews, I decided to get a copy / watch it and see for myself.*

MAIN PART (2-3 paragraphs)

- **Give a brief summary of various features of the book/film/play: plot, characters, setting. Don't reveal the ending.**
- **Provide comments that elaborate on the features that you have mentioned and make special reference to details that are worth mentioning (e.g. the writer's unique style of writing, the visual effects, the soundtrack, the acting, the costumes).**

Use phrases like:

- *The book/film/play tells the story of...*
- *The plot follows...*
- *It is set / takes place...*
- *... owes its popularity to...*
- *The most outstanding feature is...*
- *The author/director/producer does a great job of...*
- *The storyline/ending, etc. is poor/outstanding/ intriguing/etc.*
- *I was impressed/disappointed/etc. by...*

CONCLUSION

- **Clearly state your overall impression, making a brief reference to features that you have covered and wish to emphasise.**
- **Make a recommendation.**

Use phrases and clauses such as:

- *It's highly recommended because...*
- *It's a good read / a real page-turner.*
- *You'll be on the edge of your seat during the whole film.*
- *Although the... did not live up to my expectations, the ending was...*
- *It's suitable for people of all ages.*
- *It's sure to appeal to all crime-lovers / horror fans / sci-fi fans.*
- *If you haven't read/seen it yet, make sure you do.*
- *All in all, it was disappointing / nothing special / amazing / well worth seeing, so...*

4b An essay summarising two texts

Plan

An essay summarising two texts

INTRODUCTION

Briefly introduce the topic of the essay and outline the underlying theme. Use phrases like:

- *The texts reveal / are concerned with / focus on / deal with...*
- *The writers are both of the opinion that...*
- *The underlying focus of these texts is...*
- *It is clear that the writers consider...*

MAIN PART (2 paragraphs)

Summarise the key points referred to in the texts. Use phrases like:

- *According to the first/second text...*
- *The text suggests/states that...*
- *The text goes on to say that...*
- *The writer is of the opinion that...*
- *The writer claims that the reason for this is...*

CONCLUSION

Evaluate the ideas expressed in the texts and express your personal point of view. Use phrases like:

- *I am convinced that...*
- *Personally, I believe that...*
- *It is my belief that...*
- *I am firmly of the opinion that...*
- *I agree/disagree with the opinion expressed in the first/second text...*
- *It is evident/clear/obvious that...*

TIP

When an essay requires you to summarise and evaluate information that appears in two texts:

- read the texts carefully and determine the underlying theme/topic of discussion.
- establish if the texts contain opposing or complementary views.
- identify the key points/ideas.
- select concepts and phrases that you think should be referred to in your essay. Don't try to refer to all the information in the texts. Secondary ideas and specific examples do not have to be mentioned.
- work towards integrating them into a concise summary using your own words. Do not lift information from the texts unless it is a shared word/phrase or quoted language. Use techniques to paraphrase.
- organise your essay into clearly defined paragraphs that introduce, summarise and evaluate the information in the texts.
- remember to use a neutral register which is appropriate for general texts. Do not use short forms, abbreviations or overly informal language.
- try to use advanced vocabulary and grammatical structures.

5b An article including a personal account

Plan

An article including a personal account

TITLE

INTRODUCTION

Set the scene by providing:

- **a description of the events leading up to the experience that constitutes the highlight of your account.**
- **some background information, such as when and where the experience took place and who was involved.**

MAIN PART (1-2 paragraphs)

- **Describe the events in the order in which they occurred.**
- **Highlight a particular point/moment that you consider important.**
- **Explain the significance of your experience by comparing it to and/or associating it with something else.**
- **State your impressions/feelings and say how they affected you.**

CONCLUSION

- **Say how you feel about the experience now.**
- **Say what you have learnt from this experience and how it has changed you.**

TIP

An article is usually written for a newspaper, magazine, journal or website and targets a wide audience, so it should attract and hold the readers' interest.

Before you start writing:

- read the writing task carefully to determine **where** this article will appear, **what** its purpose is (e.g. to provide a personal account of an experience) and **who** the intended audience is. This will help you decide upon the appropriate style, language and level of formality (formal, semi-formal, informal).
- take time to brainstorm ideas and keep notes. Think about what your readers will find interesting, amusing or useful.

When writing an article including a personal account:

- use a different paragraph for each stage of the account you are giving.
- use a short, catchy title to capture the readers' attention. Your title may be in the form of an exciting word or phrase (*Words of Wisdom! / A Window of Opportunity!*), a summary of the article (*A Life-Changing Experience*), a question (*What's your lesson? / What's the worst that can happen?*), a surprising fact (*Ghana: The Warrior King of the Gold Coast*) or an idiom/phrase (*Experience is the Mother of Wisdom! / Not all those who wander are lost!*). The title must capture the general gist of the article and prepare the reader for what he/she is going to be reading. The wording depends on the style and degree of formality of your article.
- make the introduction interesting and original in order to make the reader want to continue reading.
- try to refer to events in the order in which they occurred. Make sure you use appropriate tenses. The most useful tenses when writing a narrative are:
  - the Past Simple (used when narrating a sequence of events)
  - the Past Progressive (used when describing the background scenes or when referring to interrupted events)
  - the Past Perfect (used when describing earlier events or situations).
- refer to how people/places/experiences made you feel.
- vary the language you use so that your narrative has a dramatic impact on your reader, e.g. use short sentences to create suspense, use vivid language (e.g. a variety of adjectives, phrases, expressions, idioms) to excite your reader's imagination, use Direct Speech to make a situation seem real, use questions or exclamation marks to vary the style, etc.
- make your writing interesting by using a variety of grammatical structures (the imperative, conditionals, passive voice, etc.). The style and level of formality of your article will determine the variety you use.
- use linking words/phrases (e.g. to indicate the sequence of events, to express result).

Useful expressions/phrases:

There I/we was/were when...
This happened out of the blue.
This was quite unexpected.
I was taken by surprise... / To my surprise...
I couldn't believe my eyes/ears/luck.
Believe it or not...
Difficult as it is to believe...
Incredible as it may sound/seem...
As luck would have it...
To cut/make a long story short...
I had/have mixed feelings about...
I was deeply moved/touched by...
I/We (soon) found myself/ourselves immersed in...
I had/have never experienced something like that before.
I enjoyed / went through / had / underwent a/an unforgettable experience.
This experience is similar to / quite different from...
I can clearly/vaguely remember/recall...
If I close my eyes, I can still see/hear/smell/taste/feel...
This experience brings back / evokes / revives memories of...
Whenever I think back to my experience, I have vivid/happy/warm/bitter-sweet/unpleasant memories of...
I can't help feeling sad/nostalgic/homesick/regretful when...
I feel deeply/strongly about...
I have learnt my lesson.
The lesson that I learnt from this painful/traumatic/enjoyable/valuable/rewarding/etc. experience is...
This experience has taught me a/an important/useful/valuable/bitter/hard/painful lesson.
I found out the hard way that...
I will always cherish/treasure/remember this lesson of trust/loyalty/patience/etc. that I learnt from...

WRITING REFERENCE

6b An opinion essay

TIP

An opinion essay is an essay in which you are required to build an argument concerning a specific issue. When dealing with this kind of essay, you may:

- build a one-sided essay in which you argue exclusively in favour of or against the issue. In doing so, you take a specific stand and present only the arguments that clearly prove the point you are trying to make.
- build a neutral/balanced essay in which you make a case for both by dealing (equally) with the points both in favour of and against the issue. In an essay such as this, you are still required to state your opinion clearly and justify your point of view. Staying neutral or building a balanced essay is ideal in situations where the existing arguments both in favour of and against are equally convincing.
- take sides on the issue while mentioning the arguments both in favour of and against the issue. To make it easier for you to defend a particular position, try building a stronger case for the one that you wish to support. That way, you won't have difficulty justifying your opinion.

Before you start writing:

- read the writing task carefully and underline the key points and ideas. Identify the issue to be discussed and the aspects that need to be covered in your essay.
- determine what stand you wish to take on the issue. Carefully consider the points both in favour of and against the issue. Choose to defend the position about which you have the most to say and which you can justify and provide examples for.

When writing an opinion essay:

- compose your essay with a clear purpose in mind. When you wish to remain neutral, build a balanced essay and try to refer to an equal number of points both in favour of and against the issue. When building a one-sided essay refer only to the points that help you prove your point.
- divide your essay into paragraphs that serve a specific function or deal with a specific aspect of the issue.
- use topic sentences to express the central idea of each paragraph. Make sure that the other sentences in the paragraph expand on the idea in the topic sentence.
- use examples, where possible, to elaborate on, clarify or prove the points referred to.
- avoid dealing with too many points.
- begin or end your essay using a powerful technique that can help stimulate the reader's interest or give him/her something to consider/think about. A rhetorical question, a thought-provoking idea or an idiom can help to create a lasting impression.
- use a neutral register which is appropriate for general texts. Do not use short forms, abbreviations or overly informal language.
- write your essay in an impersonal way. Avoid using 'I' too often.
- try to use advanced vocabulary and grammatical structures.
- use linking words/phrases to express your opinion, to express transition, to emphasise, to express cause/reason, to generalise, etc.

Plan

An opinion essay

INTRODUCTION

- **Introduce the issue/topic of discussion by making a general statement about it.**
- **Paraphrase the points mentioned in the writing task.**
- **Indicate how you feel about the issue without analysing your point of view.**

MAIN PART

1 one-sided essay (2-3 paragraphs)

- **If the writing task mentions different aspects of an issue, deal with each aspect in a separate paragraph.**
- **Refer to the positive or negative impact that this development / invention / discovery / course of action, etc. has had in relation to that particular aspect of the issue.**
- **Provide justification for the argument(s) raised and use examples, where possible, to elaborate on, clarify or prove the points referred to.**

2 neutral/balanced essay (2 paragraphs)

- **Discuss the points against the issue and provide information that helps to justify them.**
- **Discuss the points in favour of the issue and provide information that helps to justify them.**
- **Use examples, where possible, to elaborate on, clarify or prove the points referred to.**

CONCLUSION

- **State your point of view and provide justification for it.**
- **Briefly restate the main arguments raised in the main part.**
- **End your essay in an interesting way.**

7b A letter (to the editor) expressing an opinion

Plan

A letter (to the editor of a newspaper or magazine) expressing an opinion

GREETING

Use a formal greeting.

- *Dear Sir/Madam,*
- *Dear Editor,*

OPENING PARAGRAPH

Briefly refer to the subject of your letter, state your reason for writing and, if appropriate, give information about the article you are responding to (where and when you saw it and what it was about). If relevant, mention in what capacity or on whose behalf you are writing.

MAIN PART (2-3 paragraphs)

The contents of the main part of your letter may vary depending on what you have been requested to do.

- **Accomplish the task by carrying out the various functions specific to the letter. These could include describing a situation/issue/phenomenon, expressing your opinion/point of view, giving reasons/examples/explanations, making recommendations/suggestions, proposing solutions, giving information/details, etc.**
- **Organise the main part into clearly defined paragraphs that deal with different aspects of the question.**
- **Develop these aspects by focusing on one or two ideas which you elaborate on and justify.**
- **Give your personal opinion on the issue.**

CLOSING PARAGRAPH

State your overall opinion and mention anything that you wish to stress. End your letter with a statement/rhetorical question in order to back up your opinion and make the reader consider the issue and its consequences more closely.

SIGNING OFF

- **Use an appropriate signature ending.**
  Yours faithfully,
- **Sign underneath and print your full name below your signature.**

In American English, *Yours truly* and *Yours sincerely* are commonly used.

TIP

When writing a letter (to the editor of a newspaper or magazine) expressing your opinion:

- read the writing task carefully and underline the key words. This will help you identify the central issue to be discussed and the aspects that you are required to cover to meet the requirements of the task.
- use the appropriate layout and style.
- divide your letter into paragraphs that are clearly defined and have a specific purpose.
- don't raise too many points as this will make it difficult for you to clearly develop your ideas.
- start (or end) each paragraph with a topic sentence that highlights the central idea discussed.
- elaborate on the idea presented in the topic sentence to build a sound argument.
- use linking words/phrases and cohesive techniques to connect your ideas and sentences, make them flow and avoid repetition.
- state your opinion clearly but don't be too forceful.
- use formal language consistently throughout the letter (don't use short forms or abbreviations).
- ensure that you maintain a polite and respectful tone.
- begin and end with appropriate phrases.
- use rhetorical questions for emphasis.
  A rhetorical question is a very effective persuasive device because it helps you make a point and get through to your readers without coming across too strongly or forcefully. It is a good way to get them to identify with your point of view.

8b An essay summarising two texts

See plan and TIP 4b.

9b A report

Plan

A report

Give your report a title or use the following layout:

To:
From:
Subject:

INTRODUCTION

State the purpose and content of your report.

MAIN PART (2-3 paragraphs)

- **Organise the information you want to give into paragraphs that focus on one topic. Give each paragraph a suitable heading.**
- **Make any relevant recommendations/ suggestions.**

CONCLUSION

State your overall impression/opinion. If you have made recommendations, comment on them (e.g. you can say that you hope they will be taken into consideration and will be helpful).

TIP

When writing a report:

- keep in mind who you are writing the report for and why, so that you write in an appropriate style (i.e. formal if you are writing for a superior or semi-formal if you are writing for a peer group).
- select two or three of your ideas and organise them into separate paragraphs for every major point.
- use headings to indicate what topic each paragraph focuses on.
- present the information in an impersonal, factual way. One way of doing this is by using the passive voice.
- remember that the reader wants information, so make sure the information you give is clear and factual. Do not include unnecessary details.
- make sure your introduction and your conclusion are concise and to the point.
- use set phrases (see page 165) and linking words/ phrases.
- keep in mind that when you are asked to make recommendations, you can make them in each separate paragraph along with the existing problems, all together in a separate paragraph or all together in the conclusion.

10b An essay summarising two texts

See plan and TIP 4b.

spelling

American English	British English
airplane	aeroplane
analyze	analyse
apologize	apologise
behavior	behaviour
canceled	cancelled
center	centre
check	cheque
chili pepper	chilli pepper
civilization	civilisation
color	colour
cozy	cosy
favor	favour
favorite	favourite
fulfill	fulfil
gray	grey
humor	humour
jewelry	jewellery
labor	labour
lasagna	lasagne
license	licence
liter	litre
marvelous	marvellous
memorize	memorise
meter	metre
mold	mould
mustache	moustache
neighborhood	neighbourhood
omelet	omelette
organize	organise
parlor	parlour
percent	per cent
phony	phoney
practice (v)	practise
realize	realise
recognize	recognise
rumor	rumour
skillful	skilful
socialize	socialise
sympathize	sympathise
theater	theatre
tire	tyre
traveler	traveller
urbanization	urbanisation

grammar and usage

American English	British English
January 16th	16th January
do well on	do well in
on short notice	at short notice
on the team	in the team
on the weekend	at the weekend
Turn right/left onto a street.	Turn right/left into a street.
It's ten after six.	It's ten past six.
learned	learnt, learned
spelled	spelt, spelled

words and phrases

American English	British English
across from	opposite
allowance	pocket money
anchorman	newsreader
apartment	flat
apartment building	block of flats
appetizers	starters
bill	note
bulletin board	noticeboard
candy	sweets
carry-on	hand luggage
cell	mobile
check	tick
cookie	biscuit
couch	sofa
crosswalk	zebra crossing
do/wash the dishes	do the washing-up
do the laundry	do the washing
doctor's office	doctor's surgery
eggplant	aubergine
elementary school	primary school
elevator	lift
expiration date	expiry date
faucet	tap
flashlight	torch
(French) fries	chips
gas	petrol
give sb. a ride	give sb. a lift
go to the movies	go to the cinema
grade	mark
high school	secondary school
highway	motorway
last name	surname
license plate	number plate
line	queue
Math	Maths
mom	mum
motorcycle	motorbike
movie	film
movie theater	cinema
neat	tidy
newsstand	newsagent's
one-way ticket	single ticket
pants	trousers
parentheses	brackets
parking lot	car park
period	full stop
pharmacy, drugstore	chemist's
potato chips	crisps
principal	head teacher
purse	handbag
refrigerator	fridge
register	till
résumé	CV
roommate	flatmate
round-trip ticket	return ticket
salesperson	shop assistant
Science major	Science student
sick	ill
sidewalk	pavement
sneakers	trainers
soccer field	football pitch
store	shop
stove, oven	cooker
streetcar	tram
subway	underground
sweater	jumper
talk show	chat show
the check	the bill
track and field	athletics
transportation	transport
trash, garbage	rubbish
truck	lorry
trunk	boot
vacation	holiday
windshield	windscreen
yard	garden
zip code	post code

Module 1

1a – Listening 1

Extract 1 / Track 2

M: You know, if it hadn't been for my secondary school teacher Mr Murray, I doubt my interest in journalism would have ever evolved into a full-time profession. He opened my eyes to the value of reporting people's stories but, most importantly, to the responsibility that comes along with exposing the truth and being precise. Mr Murray's belief in seeking hard facts wasn't just inspiring – it was contagious, and it's the reason I still love my job after all these years. As a teacher, he was considerate and encouraging, but he was also my strictest editor. Come to think of it, it was probably the reason I tried so hard.

F: Perhaps, but don't you think that when teachers or professors are too harsh, this can have the opposite effect? The way I see it, if students are intellectually engaged and reassured, this increases their motivation and helps them achieve their ambitions.

M: That goes without saying. Mr Murray was never a man to discourage our amateur journalistic endeavours, but rather urged us to detect our weaknesses and work towards overcoming them. I remember he showed meticulous attention to detail.

F: Exactly the type of thing that might dishearten some students.

Extract 2 / Track 3

Normally, we would first want to define creativity and innovation in our context. Creativity in art and innovation in technology are definable and tangible, even. However, workplace creativity is harder to identify. What we can do, though, is describe the circumstances that promote it. Simply put, employees need opportunities to formulate and regularly discuss ideas with one another. There could be brainstorming sessions where colleagues share random thoughts that may initially seem irrelevant, or so insane that the process seems to be a waste of time. But even the craziest idea deserves some consideration, as it may eventually culminate in the next big thing. As for innovation, it needn't necessarily involve revolutionary products. One cannot reinvent the wheel, but one can think of new ways to use it. For instance, you can have staff conceive needs for one of your products beyond what it is currently being used for. Let's take aluminium foil as an example. Originally appearing as a packaging material, it is now a product related to cooking, insulation and even electronics. If I manufactured aluminium foil, I'd want as many heads as possible thinking of outlandish ways it comes in handy, thus increasing the number of my potential customers!

Extract 3 / Track 4

F: So what makes an employee remain on board?

M: There are quite a few reasons, and a better salary is not the clincher most think it is. We have a high staff retention rate, which has our competitors enviously scratching their heads since you'd expect it to be based on generous salaries, which it's not. But our staff enjoy a comprehensive health plan, five weeks of holiday, paid parental leave and the occasional bonus.

F: It sounds so straightforward.

M: Which it is. There is one small detail, though, that we pay careful attention to: our more important employees. Retaining top employees has become one of today's most critical challenges. Stable employment and promotions no longer have the influence they once did to make a professional stay. So our policy is to have a meeting with them once a year to ask if there are any festering problems. You know something? Things which are regarded as insignificant by many do play a role. Giving employees recognition, reassuring them that they are appreciated goes a long way towards fostering a reciprocal feeling of loyalty on their part, which decreases the likelihood of their seeking greener pastures with a competitor.

1b – Listening 2

/ Track 5

M: Students everywhere will tell you that school isn't all fun and games. However, decades of research in developmental and educational psychology has shed light on the positive aspects of including games in education. So, should school and games go hand in hand? Julie Jenkins reports.

F1: Our expert today is Dr Wendy Blake, a Professor of Technology and Education, and we will be talking about how games can promote a positive learning environment. Dr Blake has worked closely with teachers and game-designers at Quest to Learn, a pioneering public school in New York City, which has a unique curriculum design centred entirely around games, quests, puzzles and other problem-solving contexts. Dr Blake, what can you tell us about games and learning?

F2: Well, it's an interesting topic. Students reap many benefits from games, such as improved cognitive skills and mental abilities, as well as increased social interaction but, most importantly, games are appealing, fun and motivating – elements the conventional school environment lacks. If you think about it, school actually resembles a 'gamified environment'. You get points for completing assignments and papers, you get rewarded for good behaviour or punished for bad behaviour, and then, of course, there is the big 'level up' at the end of the year. However, there's something missing and students aren't engaged. While doing my dissertation, I focused my research on how games affect people emotionally and how this can be connected to learning. That's why I decided to collaborate with the specialists at *Quest to Learn*. I set out to examine why games provide the best context for students to learn. For example, let's take computer games. From simple ones that we play on our smartphone, to more challenging ones with advanced graphics and multiple storylines, the concept is the same. The game becomes more difficult as the player gains more knowledge about it, which makes the player eager to keep going. This works because receiving immediate feedback for short-term goals is motivating for players. The same approach should be applied to learning. Knowledge should be acquired gradually and according to each student's progress and personal abilities. Another important characteristic of games is repetition. Gaining an understanding of a new game is a trial-and-error process. People lose or fail numerous times before mastering a new game, but this never discourages them from playing; quite the opposite, actually. Sooner or later, everybody catches on. This process helps students develop a positive relationship with the concept of failure. As we know, mistakes are always part of the learning process.

F1: I see. So, games have characteristics that create an encouraging learning space for students. But can a school's entire curriculum be based on games?

F2: At Quest to Learn, students cover the national curriculum through a game-based framework. In mathematics, for instance, students learn geometry and probability through games, such as trying to save a trapped professor or even by designing their own games for a start-up gaming company. The truth is games can be created in ways to be increasingly challenging and complex, so students still do a lot of hard work.

F1: As we can see, this theory suggests that incorporating games in education not only excites and motivates students, but it can be a way for them to think outside the box and develop critical thinking.

1. What is the discussion mainly about?
2. What does Dr Blake say about the traditional school environment?
3. According to Dr Blake, how are people engaged by games?
4. What does Dr Blake mean when using the phrase **quite the opposite**?
5. In what context does Dr Blake refer to a 'start-up gaming company'?

1b – Speaking

B. / Track 6

Speaker 1

I grew up in Germany, but my father is Austrian and my mother is from Poland. I've travelled a bit around Austria because it's easily accessible from where I live, but I've never been to Poland. I've heard it's really beautiful and hopefully I'll be able to visit it sometime in the future.

Speaker 2

Well, I'm doing a bit of both. I've started a six-year course in architecture, and I finished my third-year exams a couple of weeks ago. Architecture has always stood out as the perfect career path for me. Unfortunately, I can't afford not to work, so I have a part-time job as well. I work as a waiter in a café and, to be honest, it's bearable and, most importantly, pays the bills. When I have classes, I only work weekends, but during the holidays I can pick up more hours if I want to make some extra cash. I can't say it's easy trying to balance both, as I need to be really organised. I don't see myself doing this forever, but for now it works.

Speaker 3

I've never really thought about it, but here, I think.

Speaker 4

That's an interesting question. English was in the school curriculum, so it was compulsory. Quite frankly, though, I was intrigued by the English language from the very beginning. I have always enjoyed travelling, so the thought of going to English-speaking countries and being able to

cope with the language barrier thrilled me. That's why I decided to take an advanced course and perfect the language. And I must admit that the results have been encouraging. Last month, I visited some friends in Toronto and I could communicate without any trouble.

Speaker 5

I don't know... I mean, I'm not much of a gadget person. I have a mobile, but I guess I could live without it... Another gadget I like is my tablet. I use it a lot, for many different things. I communicate with people, you know, through social media apps, I listen to music, I watch videos, oh, and I also read books I download. Yes, I think the tablet is the gadget I couldn't live without.

Module 2

2a – Listening

C. / Track 8

Speaker 1

The destruction of wetlands is a global issue, and one I feel very passionately about. I'm currently running a global wetland conservation initiative which aims to help protect and restore wetlands around the world. Not only are they an essential part of the ecosystem, but they're also home to a massive variety of marine life, birds and even some mammals. Due to drastic changes to their environment, some of these animal species are being threatened with extinction. The way I see it, it's our duty to protect wetlands and, in turn, protect these animals. Still, we regularly face tough opposition from local business communities in many parts of the world who do their best to try and block conservation efforts; clearly they're more motivated by the economic benefit. Draining wetlands for commercial development is, of course, a profitable business.

D. / Track 9

Speaker 2

I've been involved with the red wolf reintroduction project for about eighteen months now, and I have to say it's been enormously rewarding helping to raise the pups in captivity, with the knowledge that one day they'll be released back into their natural habitat. This type of species reintroduction project can be very effective in boosting animal numbers in the wild. As the red wolf population has sharply decreased over the years, I'm hoping that we can help to increase numbers through the programme. I suppose the greatest obstacle we're now facing is how to secure more financial support. We have enough capital for the first phase of the project- the reintroduction phase- but, if we want to conduct a long-term evaluation and see how the wolves are getting on in the wild from year to year, we desperately need more funds.

Speaker 3

As a wildlife biologist, I'm particularly interested in the conservation of tigers; I've contributed to many conservation research programmes over the years. My current project involves tracking the movements of the Malayan tiger. Now, you might think that the most difficult part of a project like this is locating the tigers in the first place. Actually, the main difficulty was getting the go-ahead from the University Ethics Committee. The committee felt that there were some flaws with my project protocol. Anyway, I really worked hard to address their concerns and, thankfully, it was finally accepted. You see, almost all of my tiger research has involved either the Siberian or the Bengal tiger. I really want to learn more about where the Malayan tiger goes, what it does and how it interacts with other tigers.

Speaker 4

As a member of the regional wildlife conservation centre, I've been part of the disaster response team dealing with yesterday's oil spillage. It's been a nightmare; so many animals have been affected. When such a disaster occurs, it really is a race against time; the toxicity of the oil means that animals often die quickly. So, our instructions have been to collect and transport animals to local vets where they can receive medical attention. Yesterday we saved quite a few, although I do feel that more could have been saved had there been slightly more organisation amongst the different agencies. In all the chaos, some surgeries had not been contacted prior to animals being sent there. Similarly, some vets failed to let us know when they were full. There were cases where animals had to wait a long time for treatment, when they could have been sent somewhere else.

Speaker 5

Regrettably, the hornet robber fly, which is located in parts of Southern England and Wales, has considerably decreased in numbers over the years – largely due to loss of habitat. What I'm attempting to do is find out how many are actually left out there in the wild, in order to determine whether or not the situation has deteriorated even further in recent years. Now I'm the project coordinator, which means I'm not involved in conducting the field work; my role is to make sure everything runs like clockwork. As it's a multi-site project – that is, we have project sites in two parts of the UK – I've found it a little tricky keeping on top of everything. As the coordinating centre is based in Wales, I rarely get to visit the English site, which does present a problem when managerial issues arise and I'm unable to deal with them in person.

2b – Speaking

/ Track 10

In what ways is the world's marine life threatened? That's a really interesting question. There are actually several things that are a threat to marine life, and from my point of view, they are all caused by human intervention... from the most simple kind of problems like pollution to more complicated issues, like global warming.

To begin with, pollution can come in many different forms. There is rubbish for one... plastic bags, for instance, pose a huge threat to sea turtles and other marine life because they mistake them for jellyfish and eat them. Also, toxic chemical waste from factories gets dumped in rivers and ends up in the seas and oceans poisoning the fish. But most dangerous of all are oil spills which have a devastating effect on the flora and fauna in coastal areas.

Additionally, another kind of threat is from irresponsible fishermen. In order to increase their catches, they don't follow fishing regulations, so they end up overfishing certain areas. What happens is that they are so greedy to catch more fish and make money that they don't allow the fish to reproduce. Young fish don't get the chance to grow up. On top of that, fishermen often employ illegal and very damaging methods of fishing which result in the destruction of whole ecosystems.

Lastly, there is the problem of global warming. Rising temperatures in seas and oceans result in the destruction of coral reefs and other habitats... and fish have to migrate to cooler waters or die. Again, whole ecosystems are destroyed leaving behind ecological dead zones in the oceans.

So, to sum up, unless we take fast action to reverse the situation, I don't think the future looks very bright for marine life.

Module 3

3a – Reading

F. / Track 13

1.

Barista: Next, please.
Man: A cup of coffee, please.
Barista: Do you want milk in that?
Man: No, just black. Could I get a cappuccino with that, too?
Barista: No problem.

2.

Barista: Who's next?
Woman: Two espressos and a decaf, please.
Barista: Is that a double espresso?
Woman: No, two singles, please.
Barista: Sure.

3.

Barista: What can I get you?
Man: An iced coffee and a caffè mocha.
Barista: OK. Do you want cocoa powder or chocolate syrup on your mocha?
Man: Cocoa powder, please.

3a – Listening 1

C. / Track 14

On the three-month course I teach for amateur cooks, students often feel intimidated, especially in the beginning. 'How am I going to learn to recognise all the herbs, chef?' they'll ask, or 'Which seasoning goes with which meat?' or 'How will I remember what each spice does?' What home cooks don't realise, though, is that a chef's greatest weapon is not his extensive knowledge of ingredients, but his mastery of one... salt. In fact, almost...

D. / Track 15

On the three-month course I teach for amateur cooks, students often feel intimidated, especially in the beginning. 'How am I going to learn to recognise all the herbs, chef?' they'll ask, or 'Which seasoning goes with which meat?' or 'How will I remember what each spice does?' What home cooks don't realise, though, is that a chef's greatest weapon is not his extensive knowledge of ingredients, but his mastery of one... salt. In fact, almost everyone would be shocked to see just how liberally chefs sprinkle salt over food, particularly meat. If you saw the amount of salt a friend of mine who's a top chef in Toronto uses on meat, you wouldn't believe it. It looks like a snowstorm.

But what about our health, you might ask. Health organisations around the world provide guidelines as to the maximum amount of salt we should be consuming, but there is a misconception I would like to address. Do not, by any means, think that the less salt you eat the better. Both excessive use and extremely restricted use are bad for your health. The former may lead to high blood pressure; the latter to increased bad cholesterol. Personally, I use a variety of salts when cooking, but this is dependent on taste. You may hear people

claiming that sea salt is healthier than table salt, which is mined from underground salt deposits, because it has less sodium, but this is simply not true. They contain about the same amount. Sea salt does contain different and slightly more minerals than table salt, but the difference is insignificant. Table salt could actually be said to be healthier for you because it has iodine added to it. Iodine was first added to salt in 1924 to reduce a thyroid disease called goitre, and it worked. In fact, research has proven that iodine plays a crucial role in brain development. Salt is good for you, as long as you consume it in moderation.

Now, why do we use salt so generously as a seasoning? Contrary to what you might believe, it is not to add saltiness, but to make the ingredients taste the way they were intended to. Salt helps to intensify the natural flavours of the ingredients, taking them from bland to mouth-watering. How does it do that? I'll mention three ways. First of all, it prevents the bitterness found in things like leafy greens from developing, allowing the other tastes to surface. We don't know exactly how that's done, but it is the reason coffee lovers add a very small amount before brewing and why dark chocolate also includes it. On the other hand, it enhances the sweetness of other ingredients, so it may be surprising, but a good cake or biscuit, apart from sugar, needs salt. A study suggests that this is so because there's a sensor in our mouths that transports glucose to the sweet taste cell when sodium is present, making us more aware of the sweetness. The third amazing way salt brings out the best in food is due to the chemical reactions that take place when salt interacts with individual ingredients. Certain food molecules are released into the air, which heightens the aroma of the food, thus improving our perception of the taste of that food.

Probably the most popular question regarding seasoning is 'How much salt should I add?' And the answer is, 'I don't know.' No chef worth his mettle ever throws the ingredients into a pot and then lets the dish cook by itself, nor does he cook and add the seasoning just before serving. Seasoning a dish is a continual process. You add a little, wait for the salt to interact with other ingredients, then taste, and repeat as many times as it takes...

3b – Listening 2

C. / Track 17

Dialogue 1

F: Don't forget to get apples and two pairs of dishwashing gloves.

M: OK. What about pears?

F: No, we should finish the old ones first.

Dialogue 2

F: OK, I'll meet you at Le Chou-fleur at 8:00.

M: Isn't that the vegetarian place?

F: Yes, but we don't have a choice. Samantha is coming too, and she doesn't eat meat.

M: That doesn't seem fair.

E. / Track 19

1.

M: Don't you like the strawberry pie?

F: Well, it's covered in almonds and I'm allergic to them.

M: No wonder you haven't touched it. Maybe we should get something else.

F: That's OK. I'll just scrape them off the top and eat the rest.

2.

M: I'm getting coffee. Do you want one?

F: I don't know. It's kind of late and it'll keep me up all night.

M: How about a decaf?

F: Good thinking.

3.

M: Can I have a bite of that? I have a craving for something chocolatey.

F: I thought you were on a diet.

M: I am, but it's OK as long as I don't overdo it.

F: Be my guest.

4.

M: The aroma coming from next door has my stomach growling!

F: Must be the preparations for Mrs Harrison's dinner party. Remember, she went all out last time.

M: Too bad we made other arrangements this time.

5.

M: You've got to be kidding me. Pineapple and blue cheese? That sounds disgusting!

F: Actually, it's not. I was sick and tired of eating the same stuff so I found a website with strange food combinations and I had to try it. You should try some. It's delicious.

M: I don't buy it.

6.

M: We're still on for dinner tomorrow, right?

F: I can hardly wait.

7.

M: How did it go today?

F: It was hectic at the office and now I'm beat. I still had tons of work when I left but I decided to call it a day.

M: So, I guess you're not up for going to that new Chinese place tonight.

F: I'll have to take a rain check on that.

8.

F: Are you ready to order, sir?

M: I think so. Can I ask you something? Is the chicken with mushrooms a filling portion? I'm famished.

F: It is, but we're all out of mushrooms, I'm afraid. Can I recommend steamed vegetables instead?

M: As long as you leave out the broccoli.

G. / Track 20

1. I think you forgot to season the chicken.
2. Would you like a beverage with that?
3. How did you find the meal at the Thai restaurant?
4. When you tried the chocolate and fudge brownies, did you like them?
5. If we were to order out, would you care for something?
6. They say that you can lose weight just by skipping dinner, but is it true?
7. What did you think of the apple pie?
8. You said you brought lunch, so how come you're only having a sandwich?
9. Don't you think the fish we had at the restaurant tasted kind of funny?
10. I'm surprised you didn't put any sugar in your coffee.

3b – Speaking

C. / Track 21

Teacher: Here are some pictures of different situations in which people are eating. Look at pictures A and D, and talk together about how the people might be feeling in these situations.

M: In Picture A there is a couple cutting the cake at a wedding. Um... I guess the ceremony is over, and people are enjoying themselves at the reception. Generally, people at weddings are overjoyed because it's a special day. What do you think?

F: I agree totally. A wedding is a happy occasion that brings friends and family together. The bride and groom have probably been waiting for this day for a while, so they might be feeling a bit nervous because they want everything to go according to plan. On the other hand, the guests are much more...

M: Could I interrupt you for a moment? I'd like to add that the couple are probably wondering if everybody is enjoying the food and celebrations. After all, that's why they invited them, right?

F: Right. Now, as I was saying, I believe the guests are much more relaxed than the bride and groom.

M: I'm sure they are, and they are probably having a good time, no doubt. Now, what about picture D?

F: Hmm, this one is quite different, isn't it?

M: Yeah. There is a young woman eating a sandwich while walking down the street.

F: She looks like she's in a hurry.

M: Yes. If you ask me, she seems stressed out because she's rushing to get somewhere. She probably grabbed something to eat on the go.

F: You could be right about that. Although, she might just be out all day because of her commitments and obligations, and something like street food might be a convenient and tasty option. She might be enjoying it. It does look quite tasty.

M: Yes, that seems possible. A lot of people have hectic schedules and even more people just enjoy street food. I know I do.

F: Exactly.

D. / Track 22

Teacher: Look at pictures E and F and talk together about whether situations like this are common in your country.

M: OK. In the first picture, picture E, there is a man eating what looks like noodles. He's probably ordered from a Chinese place.

F: Maybe he likes cooking Chinese food and...

M: No, you can clearly see he's eating out of a box, so he's obviously ordered a takeway. Ordering out is a very convenient way to eat, especially if you live on your own and have nobody to cook for you. It's very popular with young people here, but it's not particularly healthy. The guy in the picture probably doesn't know how to cook, or perhaps he's too busy to prepare anything. Or he's plain lazy. Let's look at the other picture now.

F: OK.

M: Here we can see a nice family meal with three generations at the table. This is a very pleasant situation, but in my country it's rare for a family these days to get together like that every day. Most people lead busy lives. They probably just meet up once a week,

most probably at the weekend. Don't you think so?

F: Yes, on Sundays. Do you think it's more common for families to have meals together when they have small children?

M: You know, the picture could be showing a special occasion. In our culture, it is very common for families to eat together if there is something to celebrate.

F: That's true.

Module 4

4a – Listening

D. / Track 23

Presenter Today, we're going to discuss a rather unusual condition: synaesthesia. I'd like to welcome our two guest speakers, Dr Taylor, a leading UK neurologist and expert on synaesthesia, and Alice Thomas, a synaesthete herself. Perhaps, Dr Taylor, you could start by explaining to our listeners what synaesthesia is.

Dr Taylor Well, think of synaesthesia as a fusion of two or more senses: vision, touch, smell, etc. that are connected. Now, when this kind of fusion occurs, it results in an individual experiencing what's referred to as a 'cross-sensory experience'. As opposed to experiencing one sense at a time – which is the norm – a person may experience two or more senses concurrently.

Alice This can be difficult to comprehend if you've never experienced it. When I'm asked to describe it, I explain that it's like having heightened senses. There are numerous types of synaesthesia. I have what's called lexical-gustatory synaesthesia, which basically means that, for me, spoken and written language are connected to taste. As bizarre as it might sound, I taste words. I hear the word 'holiday' and taste strawberry meringue. It happens automatically. However, it isn't always a pleasant experience. For instance, even though I love spending time on the beach, the word 'beach' tastes like artichokes, which personally, I could do without.

E. / Track 24

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Dr Taylor If you think of the five senses and try to combine them, you will easily come up with twenty types of synaesthesia. But in reality, there are plenty more possible combinations. Of course, there are quite a few that occur more commonly than others, such as the case where letters or numbers are associated with specific colours. For example, one might see the letter X and perceive the colour green. Alice's case is observed far less frequently. I've only encountered a handful of people with it.

Alice That's true. When I learnt that I had synaesthesia, I started reading about it and discovered that there are endless kinds. It's not a condition that manifests itself in only one way.

Dr Taylor There seems to be a strong genetic foundation for synaesthesia. One theory is that the structure of the brain is organised differently. Perhaps some individuals are more genetically predisposed towards having a higher volume of neural connections within the brain and, therefore, more activity takes place. Another popular theory is that we're all born with 'crossed connections'. By this I mean that the different areas of the brain responsible for the different senses are linked at birth and that these links naturally disappear with age. Synaesthesia is the result of these links remaining. Generally speaking, though, it does seem to crop up within the same families, meaning it is most likely hereditary.

Alice Well, I can identify with that. My own family comes to mind. That said, I know there are cases where synaesthesia has been triggered by certain events. I've met individuals who experienced the onset of synaesthesia-type experiences after a head injury.

Dr Taylor Yes, that can happen. It might seem unbelievable but synaesthesia is more common than one might realise. Many people are simply unaware that their way of viewing the world is not the norm, which means that their condition is often undiagnosed and underreported.

Alice That was true for me. I was always under the impression that everyone could experience my blending of senses. It came as a great surprise to me to learn that this was not the case. The one difficult thing, however, is people's reactions. If it ever comes up in conversation that I can 'taste words', many people think that I'm making it up, which can be irritating.

Dr Taylor I'm afraid such reactions are due to the public's ignorance, so it is common for people to doubt. Thanks to advances in brain-imaging technology, we're able to demonstrate that areas of the brain do indeed 'light up', so to speak, when people have these experiences. This is important, as it helps to corroborate people's accounts and provide scientific evidence that it occurs. In Alice's case, the area of her brain responsible for taste, as well as the area responsible for sound, may both show activation when she experiences her synaesthesia.

Alice So, there's the evidence I need! I think it's important to raise awareness about synaesthesia. Only a small proportion of the population has this condition in some form, but they should know about it. It's part of their everyday life.

Dr Taylor In the UK, it is thought that at least 4% of the population may be synaesthetes to varying degrees. Interestingly, much of the literature describes a huge discrepancy between men and women; that is, women are thought to be disproportionately affected. I think this is probably an overestimation; perhaps men are less likely to be diagnosed.

Alice Yes, I'm sure there are many more synaesthetes out there. People don't realise it's a harmless condition that can also have benefits. For instance, synaesthesia is linked to enhanced memory and...

4b – Speaking

C. / Track 25

In certain respects, the pictures are quite similar as they both depict a frustrating situation. This picture shows a man, most likely a businessman as he's holding a briefcase, who has just missed the bus and is running after it, while the other depicts a man who seems enraged because his smartphone is broken. It's very likely that he lent it to somebody who accidentally dropped it or stepped on it and smashed the screen. I assume he regrets doing so and will never lend any of his personal belongings again. I wouldn't be surprised if he yelled at this person and asked him or her for a new smartphone. Now, as far as the picture with the businessman is concerned, my guess is that he was on his way to work or had some sort of appointment, but arrived at the bus stop a few seconds too late. It's very probable that he will take a taxi. However, if he thinks he won't make it in time, he might call and inform the office, or even cancel his appointment. It's difficult to tell from the picture, but this man is most likely feeling annoyed and upset, and he must be stressed out because he is running late.

LISTENING TRANSCRIPTS

Module 5

5a – Listening 1

B. / Track 28

Good morning and welcome to the Red Sea. My name is Jack Hobbs and I will be your instructor for the rest of the trip. But before we get started, I would like to tell you a bit about myself and the diving location. I organise diving holidays to some of the best diving sites across the globe, many of which are located in the Red Sea, which is where I'm based during the summer months. For the most part, I manage recreational diving activities. However, I do occasionally train more experienced divers to become qualified instructors like myself.

C. / Tracks 29, 30

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Now, you have all come here to experience scuba diving in the Red Sea, which is renowned for its natural beauty. Excellent choice. But what makes this place even more appealing is the diving conditions. The Red Sea itself is surrounded by desert, and it's these dry, hot climatic conditions which help to ensure the warm waters. Aside from the water being so inviting, underwater visibility is excellent, which is largely attributed to the low annual rainfall.

The Red Sea is home to countless tropical fish and some of the most stunning underwater flora that exists. In fact, some estimates suggest that the number of species of fish living in the Red Sea could exceed 1,000. My goal is to introduce the greatness of this underwater place to everyone interested. Our first dive will be at the Elphinstone Reef in Marsa Alam. The vast array of sea life in this reef is astounding, and you can expect to see tuna, snappers, all sorts of fish, but let's not forget that it is also a hotspot for certain species of shark, like the hammerhead – and that is one encounter any diver should appreciate.

So, all you divers that have come here looking for that once-in-a-lifetime encounter, search no more. Your wish will come true. We will be making multiple dives, so we stand a very good chance of coming face-to-face with one. Generally speaking, more and more sharks have been observed in certain parts of the Red Sea over the years. Factors such as overfishing are to blame, making sharks swim further into shore in search of food, and making them more inclined to approach divers in open waters. By remaining close to the reef and sticking together as a group, we have nothing to fear. Of course, one must remain cautious and calm at all times when diving.

However, it's not just the sharks that we need to be mindful of. The tasselled scorpionfish can also pose a serious threat to divers. It is instantly recognisable from its numerous 'tassels' sprouting from its chin – hence the name. Amusingly, these tassels give the impression that it has a beard. It remains on the bottom of the seabed most of the time, but it's highly venomous. It camouflages into its surroundings very effectively, so it can be easy to miss.

Another huge attraction is the corals. It's no coincidence that coral reefs and the ecosystems that exist around them are referred to as underwater rainforests, as they're simply bursting with life. It is thought that there are somewhere in the region of 200 different kinds of coral located in the Red Sea. The intriguing thing about some of the corals in this part of the world is that some are in fact, fluorescent green. This is because they live in fairly shallow waters, and are therefore exposed to excessive sunlight. They take on this unusual pigmentation as a way of protecting themselves from the severity of the sun. In deeper waters, fluorescent red and orange corals have also been discovered.

And, of course, we leave the best till last. You will be diving to the wreck of the famous Thistlegorm, which is accessed from Sharm El Sheikh and which has been a popular scuba diving destination since 1991. Constructed in 1940, this British Merchant Navy ship, which found itself at the bottom of the Red Sea in 1941, will be the highlight of the trip for most of you. I guarantee it. It's such a unique experience; it's like a time capsule down there – you can see some of the items that were on board as cargo when it sank, including vehicles and aircraft parts. You will be diving into history. Now, if you're ready, we should go towards...

5b – Listening 2

A. / Tracks 31, 32

Speaker 1

Last year I ascended to the top of a frozen waterfall in Yellowstone National Park in the US. I'd been out of action following a serious back injury - this was to be my first climb in over three years, so completing it was no mean feat. Taking part was significant for me, as it marked the end of my recovery and the restart of my sporting life. I probably did bite off more than I could chew but, despite not being very fit, along with some muscular soreness during the climb, I stayed focused and I made it. I realised it really is a case of mind over matter in life, which is what I now tell others facing similar situations.

Speaker 2

When my husband presented me with tickets for a hot-air balloon ride over central Scotland, I have to admit, I did view the whole experience with a fair amount of trepidation. Anyway, since he had clearly put a great deal of effort into organising the day, I didn't have the heart to back out. The ride lasted around an hour and, surprisingly, I thoroughly enjoyed it, scarcely focusing on the fact that we were so high up. It has become clear to me now how much our anxieties hold us back. I'd always avoided activities that involved heights, forever concerned that I would be too petrified to enjoy it. However, as this experience showed me, things we dread are never as bad as we imagine them to be.

Speaker 3

After listening to so many of my friends rave about their bungee jumping experiences, I wanted to know what all the fuss was about, so when an opportunity presented itself, I didn't think twice. I jumped the world-famous Nevis Highwire bungee jump in Queenstown, New Zealand. If I remember correctly, it's something close to a 440 ft drop. Luckily, I'd rehearsed jumping off the platform countless times in my head; I'd also done my research into what it involved beforehand – I didn't want any unpleasant surprises. I found bungee jumping to be an exhilarating experience, and I think that's because I didn't go into it blindly. I knew exactly what to expect and, as a result, was able to stay composed enough to really enjoy it.

Speaker 4

Last year, I wanted to do something meaningful and that is why I was drawn to a marathon running event that helped to raise money for the needy. I have always enjoyed running and the fact that the marathon event was something that would push me to my limits only reinforced my decision. Unfortunately, I didn't even make it across the finish line. I managed 21 of the 26.2 miles. Initially, I was upset... but that's the great thing about marathon running. Even if you don't complete the race, most likely you still performed well. 21 miles is actually a huge triumph. Putting things into perspective and being less outcome-oriented is something that I picked up through running, and these are principles that I now apply in all areas of life when things are not going according to plan.

Speaker 5

I started go-kart racing at a club six months ago, and was instantly hooked. It certainly serves the purpose that I intended it to – to add a bit of colour to my life, which I was seriously lacking. At the time, my weeks revolved around work and sleep and very little else. Things are totally different now as I'm at the track at least three nights out of seven. And what's more, I've been selected to take part in next year's regional racing tournament. I've surprised myself, as I wouldn't say I have a knack for racing or even a competitive nature, which I used to believe was essential for achievement in all sports. Actually, dedication and lots of practice can go a long way too... which I've demonstrated. After spending hours honing my driving skills, I've made exceptional progress.

5b – Speaking

C. / Track 34

Teacher: I'd like you to imagine that a magazine is producing an article on life-defining experiences. The pictures A-F illustrate different experiences. Talk together about the impact these can have on people's lives. Then decide which two experiences have the biggest impact on people's lives and should be included in the magazine article.

M: Well, it goes without saying that many of these experiences can have a huge impact on people. Take picture A for example. Getting into a car accident, or any accident for that matter, can be very traumatic. It's quite common for people to experience overwhelming feelings of fear and stress afterwards, especially if they had a near-death experience.

F: I totally agree with you on that. It wouldn't seem strange to me if a person who gets into a car accident is afraid of driving or even riding as a passenger in a car. Let's have a look at the rest of the pictures. Personally, I think the situation depicted in picture E can greatly affect a person's life. Think about how it would feel to save somebody's life. I believe that would be an amazing feeling.

M: I see what you mean, but do you think such an experience would really change your life? I don't think so. Picture F is an excellent example of a life-changing event. Having children has a long-lasting effect on people's lives. A new family member brings great joy.

F: No doubt about it. It's an experience that will make you more responsible and loving.

since you have to take care of another human being. What about the other pictures? What do you think about travelling?

M: From my personal experience, travelling can be a force of change in one's life. When you travel to different countries and witness different cultures and traditions, it makes you more open-minded and tolerant of differences in people.

F: I couldn't agree with you more. It can also change the way you view your own life. I have always thought that every time you travel to a different country, you return with a fresh perspective on life. Now, let's move on to pictures B and C. In my opinion, these two activities don't influence people's lives so much. Sure, I think that creating a piece of art can positively affect your life, but I don't think it's a life-defining experience. It's a way of life for artists.

M: That's not exactly how I see it. Artistic expression has an impact on people's lives. Not to mention that a piece of art can also influence other people.

F: Let's agree to disagree on that. Now, doing an extreme sport can be an interesting and fun activity, but do you really think it can have a powerful effect on a person's life?

M: Well, if it's the first time in your life you're doing something like skydiving, I'm sure it can be a thrilling experience. But if you are used to doing extreme sports in general, I don't think it feels the same, nor does it have the same impact.

F: You have a point there.

M: OK, shall we decide which ones should be included in the article?

F: We could start first by eliminating a few. For instance, as I said before, I do feel that creating art does not have much significance.

M: OK, it's out, and we've also agreed that extreme sports are more of a temporary thrill than a life-changing event. On the other hand, I think having children is far more important and should definitely be included in the article. Parents and children form a bond like no other and this is certainly an event that will take your life in a new direction.

F: I agree 100%. It would make an interesting topic. So, what about the second one?

M: Hmmm... what about travelling? We share the same views on that.

F: That's true. Trips always leave a lasting memory and travelling teaches you that life can be very different from what you always thought it was. It's not uncommon for people to change their lives because of the experiences they have while travelling.

M: That's for sure. So I think we've reached an agreement. The two experiences that can be included in the article will be having a child and travelling.

F: Agreed.

Module 6

6a – Listening

Extract 1 / Tracks 2, 3

What I find so extraordinary about fashions is that even though they come and go, they very often make a comeback at some point. Take the iconic pencil skirt. While this was at the height of fashion during the 1950s, it altogether vanished from people's wardrobes from the 60s onwards, only to become popular once again a few decades later. So, why does this cycle occur? Well, the fashion industry is tasked with the somewhat challenging role not only of churning out new fashion trends each season, but also of ensuring that these trends take off. This leads the industry to look to the past for ideas and cherry-pick those trends that were all the rage during their day. This gives designers a degree of confidence that their modern take on an old style can expect to be equally well-received; and, in many cases, this is exactly what we see. In my own work I like to take inspiration specifically from past fashion eras. I've always been captivated by the 1920s. For me, unlike with fashion from other eras, there are so many elements of 1920s fashion that have managed to retain their beauty; I've always been able to look back on the glamour and sparkle that are characteristic of that period and appreciate the exquisiteness. Undoubtedly, glamour is something that will always appeal to women; which is why I delight in recycling elements from this time period and integrating them into my designs, such as the softer cuts, the luxurious fabrics and, of course, the fabulous pearl and crystal embellishments.

Extract 2 / Track 4

M: Some of these fashion trends just make no sense to me.

F: But this is ground-breaking technology. The headset maps your brainwaves and interprets your emotions, then the material changes colour according to your emotional state.

M: It's just a gimmick though, isn't it? Can you think of any situation where a dress that changes colour according to your mood would be useful or even practical?

F: That's not what fashion is about. It's supposed to be a statement.

M: A statement of what? If you ask me, the only way fashion can have a real impact is if it's relevant to people's everyday lives.

F: Personally, I like the idea of fashion that listens to the wearer. Designers and big clothes companies have dictated our style choices for far too long.

M: Well, I don't want to advertise how I'm feeling all the time. Let's face it, I'm less than enthusiastic about most of the things I have to do every day – but I wouldn't want people around me picking up on that.

F: Well, it's a good thing not everyone is as negative as you are!

Extract 3 / Track 5

Alan: Have you noticed that more clothing brands are starting to offer online customisation these days?

Tracy: Yes, it's turning into a sort of fashion craze, isn't it? I can see why the concept has become so popular, though. It's great having the freedom to choose the type of material, colour and fit of your clothing. I suppose in the past, having clothes tailor-made was quite a hassle; plus, it wasn't affordable for most. Now, with advancements in digital technology, things have changed and everyone's able to do it. And you know, even though it hasn't been available long, I'm sure it will be around for a while and not just a passing fad.

Alan: I hope so, because I love the idea. In fact, I just ordered my first pair of custom-made trainers; I had my initials etched onto the leather. And the thing is that with customisation, I'm in control and therefore I get the exact product I want. Anything that lets me express my individuality through my clothing is a positive thing for me.

Tracy: It must be really exciting. Being transformed into the designer is something we're not used to. It's easy to see why manufacturers have started to offer it. I mean, it certainly helps to cement the relationship between the customer and the brand, ensuring customers go back for more.

Alan: Oh, undeniably. I'll definitely be getting my next pair of trainers from the same brand.

6b – Speaking

B.1 / Track 6

Well, let me give you some information about the two options I have for a new activity. The first one is aqua cycling. A major advantage is the water element, which prevents exercise-related injuries in general, as well as any sore muscles people usually get after doing a hard workout, so it is appropriate even for those who are recovering from leg injuries. The pool we have fits 10 bikes, so there can only be up to ten people per class. Now, we will have to invest in this as we'll need to buy the hydro bikes. They'll cost us about $1,000, which may sound like a lot, but there aren't any other gyms nearby that provide aqua cycling, so it's a smart investment. The one difficulty that I can think of is that, because the pool is outdoors, our classes will depend on the weather. If it rains, we'll have to cancel them. Plus, we won't be able to use the pool in winter because of the cold.

B.2 / Track 7

The second option is wall climbing. Now, this is a fun activity; however it has the disadvantage of being unsuitable for those who are afraid of heights. So if that is not an issue, basically anyone could take part, and I'm sure this activity will draw huge crowds of children. So, we could have separate sessions for adults and children, with 20 participating at a time. Now something important: just as you work in pairs in real rock climbing, here, too, you form a team with your climbing partner, so you end up building a trusting relationship with that person. And talking about the real thing, climbs can be organised in collaboration with the rock-climbing club that's in the area. Of course, the cost of setting the whole thing up will have to be taken into account; purchasing the climbing wall and equipment should come to around 15,000 dollars.

C. / Track 8

F: If we think about our fast-paced and chaotic lives nowadays, I believe aerial yoga has the great advantage of helping people relax, empty their minds and get rid of stress. To me, it's really important for people to be able to do something that not only benefits

their bodies, but also helps them deal with life in general. I think it would be an excellent addition to our gym.

M: Mmm, undoubtedly, aerial yoga appears to have many advantages, but wall climbing has the added benefit of creating social bonds; it's not a solitary activity. You need to rely on your climbing partner and help each other out. It's a strong trust-building exercise that we could encourage couples or business partners to do. And since there will be a class for children as well, it's an experience families can share, unlike most organised activities that are usually done by adults only.

F: You've made some very good points, but if we choose to add aerial yoga to our gym, we will also have the opportunity to be featured in the local Aerial Arts magazine. That will be very good for publicity and could bring more members to our gym.

M: I can't disagree with you on that; however, don't forget that there's the local rock-climbing club nearby, so a large number of people who would like to take up rock climbing would benefit from wall climbing. It would give them the opportunity to practise it in a safe environment before they actually try it outside. We could also do business with the club, and coordinate workshops for beginners or more advanced climbers.

F: While what you're saying seems reasonable, let's look at another aspect as well – the cost. Both activities require an investment, but whereas aerial yoga will need 2,600 dollars, wall climbing will need more than five times that amount, if I remember correctly. That's a huge difference and one we cannot ignore.

M: I agree. Objectively speaking, it'll cost a lot more to set up wall climbing. What we also shouldn't ignore, though, is the fact that, although wall climbing excludes a small number of people who have a fear of heights, aerial yoga is unsuitable for people with many more conditions, isn't that right?

F: Yes. People with vertigo, heart disease or problems with their blood pressure will not be able to participate. Although aerial yoga is not for everyone, on the whole, I think it excludes only a small percentage of people, while offering numerous health benefits and a balanced workout. So, I consider aerial yoga to be preferable to wall climbing in this case. Don't you agree?

M: I can't say that I agree completely. Aside from the cost, I think wall climbing is more energetic and challenging to the mind, and therefore a better choice. Nevertheless, we do have to agree on an option. I still have some doubts about aerial yoga, but let's go for it anyway.

Module 7

7a – Listening 1

Extract 1 / Tracks 13, 14

Beth: It's baffling, really, that in spite of the massive quantity of water present on Earth, only around 3% of it is in fact fresh water and fit for human use and consumption.

Tom: I know. But what I never realised until today's seminar is that the world might actually run out of its freshwater supply one day; I had no idea that fresh water is removed at a faster rate than it is replaced. When you think about it, the consequences of this are already starting to become evident: safe water is a luxury in some countries. If only we could all start using water more responsibly and be less wasteful.

Beth: It's not that simple. The global population is growing rapidly, which means that increasing numbers of people are depending on the same freshwater supply - a trend showing no signs of slowing down. I suppose the answer lies more in desalination methods; we should focus on improving our capability to convert salt water into fresh water. Salt water accounts for such a massive percentage of the Earth's water, and we should be taking advantage of that. One thing's for sure though - more needs to be done. There are already millions of people around the world who have no access to clean water.

Extract 2 / Track 15

I've been conducting soil research for the best part of a decade. As a junior researcher, I was involved in some exciting archaeological excavation programmes and later did some equally interesting work in the field of landscape design; expert knowledge of soil is, of course, required in any setting where changes are made to the land. Today, I work in agriculture, where I look at the impact of farming on soil health. Nowadays, a big part of my job involves travelling across the country collecting soil samples, which I later analyse back at the lab. Unfortunately, through my work, I've seen first-hand the destructive effect that pesticides and overgrazing can have on soil health and quality. Compared to the relatively recent past, the nutrient level of soil has diminished considerably - something which could be minimised, if not avoided altogether, if less aggressive farming practices were employed. You see, once lost, these nutrients become impossibly difficult to replenish, and it takes hundreds of years before soil regenerates naturally. If land becomes unsuitable for growing crops, production is inevitably affected, which is bad news for everyone. So, it's in everyone's best interests to avoid this happening in the first place.

Extract 3 / Track 16

In the wake of global warming, designing buildings that cause less damage to the environment has never been more important, something which is being reflected in the green architecture movement. This places sustainability at the heart of building design with the ethos being that, from the point of construction through to the point of demolition, the environmental impact should be kept to a minimum. I, for one, feel enormously positive about the number of architects that are being inspired by this movement and, in their efforts to make a difference, are increasingly incorporating eco-friendly building features into their designs. A chief aim of green architecture is to limit a building's energy expenditure and, thereby, its carbon footprint. There are numerous ways to achieve this, from carefully positioning a building so that natural light floods it for longer periods of the day, to well-designed ventilation systems which regulate a building's temperature – both of which limit the need for electricity. Clearly, such features must be considered during the design phase but, even in already existing buildings, modifications can be made to upgrade a structure to a more eco-friendly status. For instance, with very little effort, solar panels can be installed, which again can drastically cut non-renewable energy consumption.

7b – Listening 2

C. / Tracks 17, 18

News presenter: Over the years, considerable attention has been paid to how light bulbs can be improved to be made more energy efficient. Indeed, we've seen the traditional light bulb be replaced in many countries by energy-saving alternatives. Recently, a groundbreaking piece of research has attracted much interest from both scientists and environmentalists for the potential impact it could have on the eco-friendly lighting industry. Sophie Atkinson reports.

Reporter: We're all familiar with the traditional light bulb, or the incandescent light bulb as it's otherwise known - that is, the world's very first commercially available light bulb, which has been around since the late 1800s. While incandescent technology has been heavily criticised for being enormously energy inefficient, researchers at the Massachusetts Institute of Technology have been studying how the return of this much-loved light bulb can be achieved. After all, in spite of its flaws, it has long been preferred by many consumers for its softer light – although there are new-generation energy-efficient bulbs that match incandescent light bulbs exactly in that respect. Now, I'm joined by Professor Mike Chambers, an expert on electrical engineering, to discuss this new development. Professor, can you explain what the US researchers have managed to achieve?

Expert: Absolutely, but before I do, it's helpful to understand how the traditional light bulb functions. Positioned at the centre of the glass bulb is the filament, that is, the thin curly wire. In order to produce light, electricity is passed through the filament which, in turn, reaches temperatures somewhere in the region of 4,800 degrees Fahrenheit. As a result of this high temperature, the filament increases in luminosity and gives off visible light; consequently, our rooms and buildings are lit up nicely. However, only around 2% of the electricity passing through the bulb is in fact converted into visible light - meaning it's only 2% efficient. The remaining 90-odd per cent is converted into heat and therefore wasted - the very reason why a ban was introduced on the sale of these bulbs in the first place. So, the main objective of the US research was to come up with a process that could prevent this heat from being lost in the first place, which they achieved by constructing a specific type of structure that surrounds the filament. Essentially, this structure stops the heat from escaping. It is then reflected back onto the filament, which the filament

then absorbs and re-uses as light – ingenious really!

Reporter: And the researchers were able to demonstrate the feasibility of increasing the efficiency of the traditional light bulb from around 2% to around 6.6%. So how does this compare to the current generation of energy-saving light bulbs?

Expert: Well, if we think about energy-saving bulbs, their efficiency ranges from around 5% to around 20%, whereas the US researchers managed to achieve around 6.6% in the traditional light bulb - so there's still progress to be made. Nonetheless, the findings suggest that this new process, in the future and with more research, could be as much as 40% efficient. While this is not yet at a stage where it is commercially possible, as a development, scientists speculate that it has huge potential and may have important implications for the protection of the environment.

Reporter: Well, any development that could result in such huge energy savings will undoubtedly be welcomed by homeowners, not to mention the wider environmental benefits it will have. It will be interesting to see where the US research team take their research in the future and, indeed, what applications are born out of it.

1. What was the purpose of the study?
2. Why has there been strong consumer demand for the traditional incandescent light bulb?
3. According to the professor, what makes the traditional light bulb energy inefficient?
4. What did the US researchers set out to achieve through their work?
5. What did the study show about the new development in comparison to current energy-saving technologies?

Module 8

8a – Listening

B. / Tracks 20, 21

Good morning, I'd like to introduce myself: my name is Ashley Hunter and I'm a professional photographer. Anyone who has been following my work will know that recently I have begun to do a lot of projects involving aerial photography with wingsuits. For those who are unfamiliar with this, let me first explain what a wingsuit is. It's a suit used when jumping from a plane or helicopter. Essentially, it enlarges body surface area, which increases lift. It looks a little bizarre – rather like a superhero costume, with pieces of material that stretch between the arms and the body (like wings), and between the legs. Doing a free fall in one of these suits, though, allows you to glide rather than just fall, and gives you much better control over your direction.

To move on, I'd like to talk about my most recent project, which was a particularly challenging one. Lake Hillier lies on the 'imaginatively'-named Middle Island, just off the south coast of Australia. If you look at the lake on a map, it seems less than spectacular, but it's actually a fascinating natural phenomenon that few people know about. From close up, its water is a bright pink colour, rather like bubblegum. The colour has sometimes been dismissed as no more than a trick of the light, but this is definitely not the case; if you try filling a water bottle from the lake, as I did, you will be able to see that it still retains its pink hue. The colour is completely natural, permanent, and not harmful to human beings – so yes, you can swim in the lake. In fact, due to its unusually high salt content, the experience would be rather like taking a dip in the Dead Sea: you would simply float on the surface.

There's not been a whole lot of research carried out into why the water appears to be pink, but that wasn't for me to worry about. What concerned me was the fact that Middle Island is completely undeveloped and covered in thick forest, which makes the lake pretty much inaccessible on foot. It was clear from the beginning that the only way to reach the area was by helicopter. More than that though, there is only a thin strip of land between the lake and the sea, and dropping in from above was without doubt the best way to capture the contrast between the distinctive pink water of the lake and the blue ocean around the island.

For the drop, I had a video camera attached to my helmet, which was set to record continuously as I fell, as well as a 'still camera' programmed to take a picture automatically every second. When I went through the images at the end, a lot of them turned out to be of dubious quality, but there were enough clear ones that I can say made the trip worthwhile.

Once I landed, I was also able to get some amazing shots of the lake from ground level. As you can see, the pink colour of the water is rather less intense from down there, but you also get a fantastic close-up of the salt deposits that cover the shore, which is something you lose if you rely only on aerial photography.

It's worth mentioning that Lake Hillier is far from being the only pink lake in the world. What singles it out, though, is the fact I mentioned earlier – that no one has been able to identify the cause of the colouration. There are certain bacteria – red halobacteria – which like to live in salt-rich environments, as well as a particular variety of salt-loving algae called Dunaliella salina, which produces a reddish pigment, so the colour must have something to do with the lake's salinity. The problem is that in other pink lakes where these elements have been found, the water tends to be a brighter or paler shade depending on the temperature and the season, which isn't true of Lake Hillier. Other theories involve low levels of nutrients...

8b – Speaking

C. / Track 23

What motivates scientists? That's an interesting question. A desire to serve humanity is often what drives research scientists. For example, today many scientists working in the medical field try to find cures for life-threatening conditions such as... malaria and cancer or to make life easier for people suffering from physical disabilities. In the past, the creation of vaccines led to certain illnesses being eradicated altogether and the discovery of antibiotics led to increased chances of people surviving serious illnesses.

D. / Track 24

Curiosity is another motivating factor for scientists, possibly the greatest. I believe scientists have inquiring minds and are constantly questioning what they see in the world around them. Groundbreaking scientific progress and inventions have been made because scientists want to satisfy their curiosity about something and give answers to queries they have. In other words, they have a thirst for knowledge. For instance, their intense desire to understand and find out about the universe has led to significant technological developments, like the telescope in the past and the spacecraft more recently. It has also led to increased knowledge about our solar system and the surrounding universe. Scientists delve into unknown fields and pursue whatever sparks their interest.

Module 9

9a – Listening 1

A. / Tracks 27, 28

1.
F: Has the interior designer called to confirm tomorrow's meeting?
M: Yes. He's leaving Boston at ten o'clock. It's a two-hour drive, so let's tell all staff to convene in the meeting room at noon.
F: Surely it's better to play it by ear; who knows what time he'll actually show up.
M: Very well.

2.
F: Are we going to the opening of the new underground mall later? I'm happy to drive.
M: Would you mind terribly if I took a rain check? I'm feeling a bit under the weather today.

3.
M: You know, I also bought that book on garden and landscape design.
F: How much did you get it for?
M: Just ten dollars.
F: Seriously? Looks like I was ripped off!

4.
F: I still can't get over how impolite the architect was.
M: I know. I was only trying to explain that we want the bathroom design altered. I'm going to give him a piece of my mind next time he shows up.

5.
M: You know that graphic design course I'm doing? I'm thinking of calling it quits.
F: But you love that course!
M: Used to. I don't think I can cope.
F: Hang in there. You can do it.

6.
F: What about this red paint? The colour is so vibrant... I think it'd be great for the living room.
M: Well, it's your call, but I think you should stick to more neutral colours. Your style might not be everyone's cup of tea, and you don't want to put off any potential buyers.

7.
F: What's up? Problems with what's-his-name at work again?
M: Bingo! He's really getting on my nerves. He asks questions about every little detail, whether it concerns his work or not.
F: Give him a break; he's new. He'll calm down.
M: That'll be the day!

8.
M: It's smaller than I expected.
F: Well, this is downtown; space around here is at a premium. For the rent you're looking at, you won't find anything bigger.
M: Ah... I'll have to sleep on it.
F: Well, don't take too long. I have plenty of viewers lined up.

9.

M: You know, we're moving to new premises next month, to a bigger and more modern building.

F: Really? Why am I being kept in the dark?

10.

M: I don't get it.

F: Yep, it's beyond me, too. If only the artist were here to explain himself. They see things differently.

M: Yeah, but is this art? Don't get me wrong, but wouldn't you be able to paint these scribbles?

F: I guess.

B. / Tracks 29, 30

1. I wish we could go to the design show, but the tickets are so overpriced.
2. You wouldn't happen to know of a good builder to help with the roof, would you?
3. When you have time, could I run some ideas about the new company logo by you?
4. If you don't mind my asking, did you make that yourself?
5. How's your new art class coming along?
6. Providing they have it in yellow, do you think we should buy it?
7. Don't you think Claire's designs for the new ad were way better than the ones Ted presented?
8. If only we'd chosen the blue curtains rather than the green ones.
9. Is it just me or is the temperature very low in here?
10. Is there any way we could liven up the living room?

9b – Listening 2

B. / Tracks 31, 32

Speaker 1

I used to love drawing when I was a youngster as it gave me so much pleasure, but when I entered the world of work, I scarcely had the time for it anymore. Now that I'm retired, things couldn't be more different. In fact, I have more time than I know what to do with, so I decided to enrol on an intensive summer course in drawing and sketching. I thought that this would be the perfect way to get back into it and, at the same time, make some new acquaintances. I knew that it would be a rewarding experience, and it certainly was, but what I wasn't prepared for was the attitude of the other students. It seemed that everyone was so desperate to produce the best drawing and win the praise of the teacher, which created a rather tense environment. It kind of took the enjoyment out of it all.

Speaker 2

I've been making jewellery with beads for quite a few years now; it's a nice diversion from work. Anyway, after years of practice, and making countless bracelets and necklaces for family and friends, I've learnt all there is to learn when it comes to beading. So, feeling that it was high time that I branched out into other areas of jewellery making, I've started a 30-hour course on how to craft silver jewellery, which, unfortunately, is totally failing to live up to my expectations. You see, the instructor is supposed to be a specialist in both silver and gold jewellery making – a renowned expert at that! But, quite frankly, I'm stunned at the substandard teaching that we're receiving as students. I was expecting far more from a person who has such a reputation in their field. While I'm certainly not questioning the instructor's talent, her capability to convey her knowledge about her craft is second-rate.

Speaker 3

I've recently completed the most amazing sewing course. It managed to equip me with both the competence and confidence to make basic repairs and alterations to garments, along with the know-how required to operate a sewing machine. I really wasn't expecting to acquire this level of skill in such a short space of time, especially on a beginner's course. The thing is, I actually caught on much quicker than I could ever have hoped for, and even came away with some knowledge on more advanced stitching techniques. I'd always envisioned that if I ever tried, I would find learning to sew difficult to master. But this wasn't the case, and I've now become fairly skilled at something which I consider to be especially useful – the very reason why I signed up for the course in the first place. You see, I can't recall the last time that I bought a pair of trousers that didn't need shortening.

Speaker 4

It was always my father's dream that I would follow in his footsteps and become a carpenter, just like him. In fact, while I was growing up, he would often talk about the day when I would take over the family business. It all meant so much to him. The truth is, I always had very little interest in carpentry as a career choice. I actually aspired to become a mechanical engineer. Anyway, not wanting to upset anyone, I enrolled on a full-time carpentry apprenticeship course a few months ago. Now, I'm only a few weeks into it, but it does seem that my opinion about a career in carpentry is changing radically. So far, I've found the course to be quite inspiring, and have developed a genuine interest in woodwork and the various techniques used in the profession – which, just a few weeks ago, I would never have thought possible!

Speaker 5

I'd been looking for a new pastime for a while, and after watching the most interesting documentary about the traditional art of glass-blowing, I decided to give it a try. I took part in a morning taster session just last week, and words cannot describe how much I enjoyed it. The experience itself was an incredible one - taking molten glass and moulding it into the desired shape. I made the most beautiful paperweight and a small vase, with the assistance of a very patient teacher, of course. What I didn't foresee is finding glass-blowing to be so technically challenging. Working with such hot temperatures was daunting, and to avoid an accident, concentration on the task at hand is vital. What is more, an enormous amount of skill is required when shaping the glass. You learn through trial and error. So, I'm not thinking of giving up. I'm determined to improve and I'm planning on taking another session next month.

9b – Speaking

B.1 / Track 33

M: We have selected this option because we consider it to be the best one for our community. There are many reasons why bicycle lanes would be the best construction project to fund. Firstly, they will help decrease traffic on our streets. If we create bicycle lanes throughout the city, many people will be encouraged to cycle to college or work instead of driving their car or even taking the bus. And bicycle lanes would make it more convenient and safer for them. What is more, many local residents have requested bicycle lanes, which means, that they are in favour of and support this project. It is something which will improve the quality of life. Apart from getting around the city, they will be exercising at the same time and improving their health. Furthermore, this would be an excellent opportunity to provide residents in our city with exactly what they have asked for. Sometimes, citizens protest that even though they pay their taxes, they don't have a say in where their money goes. Here's our chance to do something for the citizens. Now, my partner would like to explain additional advantages of this proposal.

F: Thank you. The third reason for choosing bicycle lanes is the fact that they will help minimise cycling accidents significantly, as there are lots of people who use their bikes to get around, even without bicycle lanes. Also, the lanes will improve our city's status and encourage visitors from other cities to come visit.

B.2 / Track 34

Mr Anderson: Thank you for presenting your reasons for reaching your decision. However, I have a few more questions for you before deciding whether we are going to implement this project or not. You mentioned that local residents have requested and are in favour of this project. However, I'm not sure that this includes everyone. Surely, it will benefit people who have bicycles and are the athletic type, but what about those who haven't considered changing their mode of transport? Many people won't give up their car so easily.

M: Well, we gave this aspect some thought and concluded that most of the residents have never considered getting around by bike because they don't think it's safe enough due to the absence of designated bicycle lanes. Safety is the key issue here. Personally, I wouldn't let my children ride their bicycles on a street that didn't have a specific lane for them, because no matter how careful car or bus drivers might be, there is always the possibility of an accident. Clearly, bicycle lanes will solve this problem. Also, bearing in mind that a lot of people would love to save money on fuel by not using their cars, when they see how convenient cycling is, they will surely give it a try.

Mr Anderson: Very well, but that brings me to another matter. Many people claim that bicycle lanes on roads can actually increase traffic congestion instead of reducing it, because there is less road space for vehicles. Do you think this is going to solve the traffic problem we currently have in the city and not eventually make it worse?

F: Taking into account that there are currently a fair number of cyclists on the streets every day, I think this is one of the major factors that contributes to traffic. Cars have to slow down when cyclists are around, so creating specific lanes will be one way of handling this problem. As we said before, the more bike lanes we have in the city, the more bikes there will be. Many people are going to prefer bicycles as a mode of transport once the lanes are finished, thus minimising traffic and making driving conditions much better for everyone.

Mr Anderson: I see your point. There is one last concern I have about this project and it's the fact that there will be a huge disruption to the traffic flow during the construction of the lanes. Don't you think this is going to cause problems?

M: Well, this was one of our concerns as well, I must say, but bearing in mind that it is going to be a nuisance for residents only for a short period of time, we consider it a minor detail. We also thought that it could also be arranged so that construction doesn't take place during rush hour, but during the times of day when traffic is not heavy. For instance, I drive to work every day, but personally, I wouldn't mind this disruption lasting for a few weeks, if it were going to improve the flow of traffic in the long run.

F: Yes, and we shouldn't forget that many residents are in favour of this proposal so I think that they won't mind a small disruption for a few weeks, if this is going to improve their living conditions.

Mr Anderson: OK. Thank you very much. We will give this project some thought and decide whether it's going to be the one to be implemented.

Module 10

10a – Listening

B. / **Tracks 35, 36**

Presenter To discuss the topic of centenarians, I'd like to introduce my two guests to the programme: gerontologist Dr Ailsa Grant, and Mr Alfred Doyle, who became a centenarian last month when he turned 100. Thank you both so much for being here today. Dr Grant, I'd like to come to you first by asking you to give our listeners an idea of how many people there are in the general population aged 100 or older.

Dr Grant Well, the recent data suggests 441,000 centenarians worldwide, around 13,000 of which reside here in the UK. And this is on the rise. By 2050, there could be well over three million centenarians scattered across the globe. But what's so incredible are those centenarians who are still living independent lives - that is, who are still reasonably self-reliant and able to take care of themselves with very little assistance from others. I've had the pleasure of meeting a number of such centenarians through my profession. And I never fail to be astounded by how some of these individuals, quite literally, seem to be defying time: still alert, still active, and still in remarkably good shape for their age. They don't seem to be afflicted by the same degree of frailty that affects some people who are decades younger. You'd never guess their true age for a moment if you happened upon them in the street. Much like Alfred here, who, not only is managing to live at home alone, but is still driving.

Presenter Alfred, what's been unique about your life that's meant you've made it to 100 and are still so exceptionally fit and active?

Alfred I certainly don't have a magic formula. In fact, I've led a life similar to that of everyone else I know. I worked in the building trade since I was a teenager, which I loved. I was even doing the odd job right up until my 80s, you know. Undoubtedly, the job kept me fit; carrying bricks and climbing up and down ladders all day was physically demanding.

Presenter So, you're suggesting your active lifestyle made the difference?

Alfred Not quite. I'm not altogether sure how much that may have contributed. I think it's more about how you view life, which determines whether or not you reach the ripe old age of 100. You see, the one thing about me is that I've always loved living. I suspect this kept me going. Ask any of my friends and family and they'll all tell you I have just as much zeal for life as ever, and I look forward to every single day. With five children, eleven grandchildren, and six great-grandchildren, you can understand why.

Presenter Dr Grant, would you agree that a person's attitude towards life can promote longevity?

Dr Grant Absolutely. It's my experience that, often when you speak with centenarians, many are tremendously upbeat, and their optimism about life shines through above everything else.

Presenter And how exactly does having a positive disposition result in a longer life?

Dr Grant Well, there is still an awful lot we just don't know, and there are likely to be many factors involved here, but one possible explanation is that if a person naturally reflects on life positively, they're more likely to see the silver lining when adversity does arise. This, in turn, offers some protection against stress, bolstering their ability to cope with the ups and downs life throws at them. The negative impact that too much stress can have on our health is well known, but its role in potentially accelerating the ageing process may also be very real.

Alfred Well, I've always tried to avoid too much stress in life. It's never good to be worrying about things all the time.

Dr Grant Similarly, being part of a social network may be important in helping to determine life expectancy. Having a wide network of friends and family means that people are integrated within their community, they feel included and they have support when needed. But, crucially, they are less likely to experience loneliness, which I perceive to be one of the greatest social problems facing our elderly. Sadly, as one gets older, it becomes more of a challenge to get out and about and participate in society.

Presenter Alfred, have you experienced loneliness or a sense of isolation as you've aged?

Alfred Not in the least. If you really want to join in society, you'll find a way; there's a lot of help and support out there for the elderly. Look at me, I'm part of a swimming club for the over-75s, which I attend every Friday. I also go to my local community centre every Tuesday afternoon for the retirement lunch club. I wouldn't miss that for anything, as it's where I meet up with friends and acquaintances and have a good natter about things.

Presenter What about diet? What role might that play in helping us all to live longer?

Alfred Well, when I was a boy, there was far less awareness about diet, that's for sure. But at least we consumed plenty of fresh fruit and vegetables and, unlike people today, we ate very little junk food.

Dr Grant It goes without saying that nutrition is important, as a healthy diet is associated with a lower risk of illness. But I do hold the view that lifestyle factors, or rather, engaging in positive health behaviours, such as eating healthily and staying slim, only take a person so far. Genetics may also be very influential in reaching an old age. In fact, the older a person gets, lifestyle factors may be less likely to be the cause of their longevity. For instance, for a supercentenarian - that is, a person who manages to reach the age of 110 or more - I think we can say that that person most likely has very good genes indeed.

Pioneer level C1/C1+
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H. Q. Mitchell - Marileni Malkogianni

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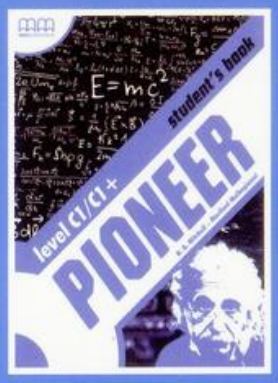

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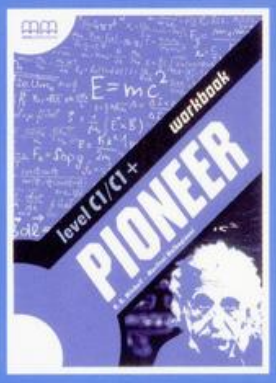

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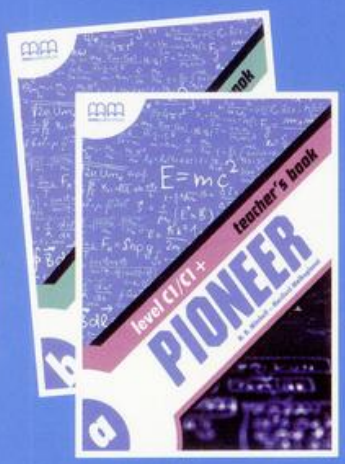

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